DOCUMENT RESUME

ED 176 297 CS 205 137

AUTHOR Marsden, Michael T.; And Others
TITLE Mass Media Studies and the Humanities: An Interdisciplinary Experiment.
INSTITUTION Bowling Green State Univ., Ohio. Div. of General Studies.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE Jan 79
GRANT EN-29883-77-1155
NOTE 142p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Course Content; *Curriculum Development; Higher Education; *Humanities Instruction; *Interdisciplinary Approach; *Mass Media; Popular Culture; *Program Evaluation; Questionnaires; Television

ABSTRACT

This report on a curriculum project incorporating the study of the humanities and mass media is presented in four chapters. The first chapter is an overview and describes the three components of the curriculum project: (1) a new course entitled "Television as Popular Culture," (2) a team-taught course on media theory entitled "The Electric Media," and (3) a coordinated quarter of mass media studies requiring students to complete two core courses, to participate in a capstone seminar, and to complete individual research projects. The second and third chapters are in-depth evaluations of the individual components of the project and an assessment of their impact upon one university's educational mission. The fourth chapter reflects on the overall experience of the project and suggests possible curricular directions for studies in mass media and the humanities. The questionnaires used for course evaluation, tables of technical factor analyses, and bibliographies of materials for course development are appended. (AEA)

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ED176297

Narrative Report
January, 1979

MASS MEDIA STUDIES AND THE HUMANITIES: AN INTERDISCIPLINARY EXPERIMENT

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Supported by
National Endowment For The Humanities

Grant Identifying Number: EN-29883-77-1155

CS205137

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ABSTRACT

While there had been various course offerings in the area of mass media studies through a number of departments/ schools at Bowling Green State University, no real programmatic thrust had been developed to synthesize and focus those offerings for the undergraduate student. Two new courses, "Television As Popular Culture" and "The Electric Media," were developed to fulfill needs in the curricular offerings of the Department of Popular Culture. A Coordinated Quarter of Mass Media Studies, involving six faculty members and five courses from different areas of the University, was also created as an attempt to present an organized framework for examining issues surrounding the increasingly significant role that the mass media play in society. A demonstration grant from the National Endowment For The Humanities permitted the planning and implementation of these curricular innovations during the 1977-78 academic year.

Planning included discussion of possible course components, drafting of course syllabi, ordering of support materials, creation of a Project evaluation team, and discussion of publicity. By the end of the winter quarter, a detailed syllabus for the capstone seminar was developed. Teaching responsibilities were delegated, class requirements were agreed upon, the specific media courses which were to comprise the cluster were identified, a core bibliography was developed, and the selection of outside speakers was finalized. During the winter quarter, the course "Television As Popular Culture" was also offered. "The Electric Media" course and the capstone seminar were offered in the spring quarter.

The course "Television As Popular Culture" was evaluated primarily by means of a survey questionnaire administered to students at the beginning and end of the course. The data indicated that students found the course to be less interesting and more difficult than they had anticipated. After the course, students were found to believe there was a less "direct relationship between TV and violent crime" than they did before the course. An attempt to define "conceptual structures" for thinking about television found that students could be sorted into "profile groups." Attitudes associated with television as contributing to crime and a waste of time accounted for most of the variance among these groups. It was concluded that students were surprised by the seriousness with which the study of television was treated within the course and recommended that future evaluations also include a focus on knowledge gained in the course.

Evaluation of the Coordinated Quarter of Mass Media Studies was drawn mostly from two sets of interviews with faculty members and questionnaires completed by students in the Mass Media Seminar. The course "The Electric Media" was not singled out for special attention. Although questionnaire data was collected from students enrolled in any aspect of the Coordinated Quarter (N = 183) and a comparison group, the information was thought to be less useful because of the complex definitions associated with the term "mass media" (vs. the more unidimensional definition for "television," for example).

Student perspectives on the Mass Media Seminar indicated that the varied courses in the program tied together fairly well and that the basic idea of the Quarter was worthwhile. Students saw the strengths of the Seminar as "promoting close relationships," "increasing knowledge," and "access to additional speakers." They also felt that "instructors dominated the class." All six faculty members involved were interviewed both before and after the Quarter. The general goal they ascribed to the Quarter was to help students integrate different approaches to the study of the mass media. Moderate dissatisfaction with the Seminar was voiced by faculty regarding low student enrollment and little student participation. Faculty were highly satisfied with opportunities provided to learn from their colleagues working on the mass media in other departments. The Seminar was seen as a useful model for making interdisciplinary connections in the departmentally-organized university.

All of the components of the Project met with both success and failure. In the "Television As Popular Culture" course, the selection process used to admit students and the class workload proved problematic. Changes in student attitude, however, indicated that the course did have a tangible intellectual impact. In "The Electric Media" course, impact on students was less pronounced, but the team-teaching effort proved to be a very valuable experience.

The most important overall successes of the entire Project, however, were: 1) the focus evaluative efforts forced upon learning outcomes and related teaching practices; and 2) the facilitation of courses which have become a permanent part of the curriculum. The enthusiasm generated among faculty by the Coordinated Quarter of Mass Media Studies has also given rise to a proposal for the creation of an Institute For Mass Media Studies, an indication that the National Endowment For The Humanities grant has opened a promising future for Mass Media Studies At Bowling Green State University.

ACKNOWLEDGMENTS

I would like to take this opportunity to thank Professors John Cawelti and Neil Harris who headed up the National Humanities Institute at the University of Chicago during the 1976-77 academic year when I was in residence there and when I developed this Project. I would also like to thank my colleagues at the Institute, especially Professors Ed Dehnert, Jack Fink, Sarah King, Henry McGuckin, Horace Newcomb and Joe Slade for their helpful suggestions and criticisms of the original proposal. I would also like to thank Cynthia Frey of the National Endowment For The Humanities for helping to guide the development of the proposal.

I would especially like to thank my colleagues at Bowling Green State University through whose generous cooperation this Project was implemented: Professors Ralph Brauer, Don McQuarie, Karin Sandell, William Spragens and Duane Tucker. A special thanks needs to be extended to Dr. James Litwin who not only supported this Project from the very beginning, but who also headed up the Evaluation Team. My thanks also go to the members of that Evaluation Team, Mr. Sung Kim, Mr. Joel Mowrey and Dr. Richard Zeller without whose efforts the substantial evaluation which follows would not exist. Special thanks are extended to Cindy Steele and Belinda Clayton of the University Division of General Studies for their patience and cooperation in preparing this manuscript. I would also like to thank Dr. Peter Facione of the University Division of General Studies through whose Office this Project was implemented; Dr. Ray Browne, Chair of the Department of Popular Culture, for his encouragement and support of this Project; and Dr. John G. Eriksen, Dean of the College of Arts and Sciences whose consistent support and powers of persuasion enabled this Project to become a reality.

M.T.M.

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Cover Design by Kas Schwan

PREFACE

Isolation from the electric media for an extended period of time is tantamount to being removed from the mainstream of American life. Unexamined involvement with the electric media, on the other hand, is not the mark of an educated person. The electric media, most especially the medium of television, remain as the central source and distributor of our common, shared culture. Yet the cultural significance of their content and the processes involved in the transmission and translation of that content have been given only a modicum of critical attention, with "genre studies" the notable exception.

One of the central questions related to the study of the electric media in our society is the question of whether they, television in particular, are the great unifiers or disunifiers in American culture. Given the variousness of American culture, it would seem reasonable to suggest that the responsibility for providing a national, common, unified culture to re-integrate and symbolically unify these many diverse elements has been passed to television.

In contrast to non-electric, non-simultaneous cultures, electronic culture is, by definition, instantaneous, immediate, and accessible; it provides in an instant a great deal of common experience and/or shared tradition. For the first time in the history of man it is possible for an entire population to participate in a single "media event" through television at the same time. The electronic culture demands new rituals which often take the form of popular entertainments carried via the mass

media. The sets of beliefs which inform these rituals are reflected in the formulas inherent in various popular story forms which survive and thrive generation after generation. And they in turn demand icons, or objects of special significance, even reverence, which are raised to the level of quasi-religious art objects.

Audiences have embraced the electric media in ways difficult to list and even more difficult to comprehend. Yet traditional disciplinary approaches to these most important vehicles for the transmission of information and entertainment have yet to adequately explore and interpret their cultural significance. It was the purpose of this Project to enable the faculty and students involved to deal with these issues from a variety of approaches and perspectives and to explore in some depth the interactions and interrelationships between the electric media and culture. Mass media studies devoid of cultural analysis have not proven to be adequate tools; cultural analyses without the rigor of mass media research have proven equally unsatisfactory. The promise lies in the merger of these two large investigative umbrellas.

M.T.M.

Chapter 1

"Mass Media Studies And The Humanities: An Overview"

Michael T. Marsden

During the 1977-78 academic year, a demonstration grant from the National Endowment For The Humanities allowed myself and colleagues the opportunity to implement several new curricular structures which we had been planning and also allowed us to focus on and integrate into the regular curriculum a new emphasis on the interactions and interrelationships between the mass media and culture. I was able to offer a new course, "Television As Popular Culture," in the winter quarter of this past academic year, and was also able to design and team-teach another course entitled, "The Electric Media," with a colleague from the Radio-TV-Film Area of Speech Communication, Duane Tucker. The grant enabled us to also plan and offer a Coordinated Quarter of Mass Media Studies in the spring quarter.

The project group began meeting on a regular basis in the early part of the fall quarter and continued to meet throughout the winter in preparation for the major collective effort of the Coordinated Quarter of Mass Media Studies. Periodic discussions were also held about the new courses.

Our collective efforts also resulted in a series of lectures and presentations on campus that brought attention to issues related to the mass media in society. There has been less than adequate attention paid to these issues in our curriculum at Bowling Green State University. The results of our collective efforts this past year have been many, not the least of which has been a growing tolerance of a variety of approaches to the study of the mass media. Faculty and students alike took part

in a learning process that resulted in a group of highly motivated individuals who became sensitized to a number of ways of examining issues of common concern. The demonstration grant funded an experiment in extra-departmental cooperation, a situation wherein we could function freely and for the best interests of the academic community. What resulted was the identification of a core of highly interested and qualified faculty members who have demonstrated their willingness and ability to work together successfully for shared academic goals and objectives. The result for the student has been an exposure to a rich exploration of key issues related to the mass media in society. In many ways, our collective effort began to resemble the collective efforts visible at the National Humanities Institute at the University of Chicago where I was in residence the previous year, a useful model for the Bowling Green experiment.

FALL QUARTER PLANNING

Shortly after the demonstration grant was announced in early October, the Project Associates began meeting on a regular basis. Some of the issues discussed and resolved during those fall quarter meetings included:

1. the exact nature of the syllabus for the capstone seminar of the Coordinated Quarter of Mass Media Studies;

2. the identification of courses in Sociology, Speech, Political Science, and Popular Culture that would become the core course components of the Coordinated Quarter;

3. the identification and ordering of library and media materials in support of the Coordinated Quarter;

4. the identification of useful outside speakers/ consultants for the overall Project;

5. the creation of the Project Evaluation Team;

6. the evaluation of the proposed syllabus for the new course in Popular Culture, "Television As Popular Culture," which was a part of the overall Project;

7. creation of an appropriate capstone seminar course number within the University Division of General Studies, through whom the Coordinated Quarter was being offered;

8. discussion of possible publicity plans for the winter quarter.

Some time was devoted by myself, as the Project Director, during the fall quarter to minor modifications in the Project budget in order to accommodate new needs and personnel shifts. The major accomplishment of the fall quarter meetings was the agreement on a syllabus for the capstone seminar which was able to address the needs and interests of all of the Project Associates. Some minor modifications were to be made in it during the winter quarter.

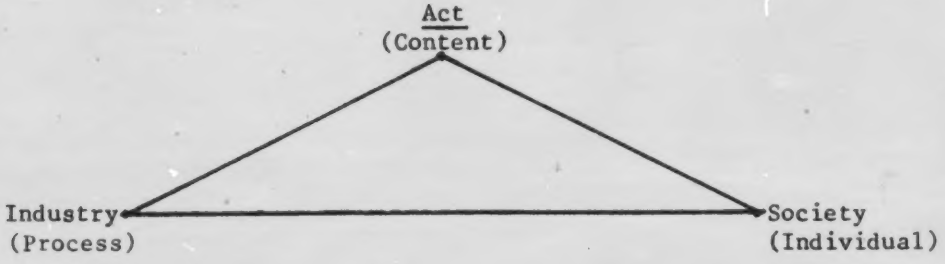
WINTER QUARTER PLANNING

The Project Associates met on a regular basis in the winter quarter as well, continuing to share ideas about and approaches to the study of the mass media within the curriculum at Bowling Green State University. The final details of the syllabus for the capstone seminar of the Coordinated Quarter were agreed upon.

As visualized in the syllabus which follows, the central tension the Project Associates chose as an organizing principle for the capstone seminar was a modified interaction triangle with the three points being the act (content), the industry (process) and society (individual/consumer). This communication triangle was to serve as the touchstone throughout the course as a useful paradigm to refer back to as the need arose.

The Syllabus

University Division 322
"Coordinated Seminar Of Mass Media Studies"
Instructors: Brauer, Marsden, McQuarie, Sandell, Spragens, and Tucker



WEEK I	(March 29)	(Sandell)	Orientation to Conceptual Framework
WEEK II & WEEK III	(April 5) (April 12)	(Tucker)	Relationship between Society and Act (Content) Effects and Impact literature. Can include sex, violence, family, research in these areas, etc.
WEEK IV	(April 19)	(Spragens)	Relationship between Society and the Industry. Citizens' feedback, access issues. Special interest groups - how society affects industry.

WEEK V & WEEK VI	(April 26) (May 3)	(McQuarie)	Relationship between Industry and Society. Politics and the mass media - examination of elections, etc. Examination of politics, economics of broadcast industry --and effect on society, etc.
WEEK VII & WEEK VIII	(May 10) (May 17)	(Marsden)	Relationship between Industry and Act Mass Media Research Programming issues New Technologies
WEEK IX	(May 24)	(Sandell)	Public and Private Broadcasting, etc.
WEEK X	(May 31)	(Brauer)	Future of Mass Media
WEEK XI	(June 7)	(All)	Conclusion and Reconsideration of Conceptual Framework

Seminar Requirements

In addition to attendance at the individual sessions of the seminar, each candidate will be required to complete a 7 to 10 page research project under the guidance of two faculty members in which he/she 1) synthesizes several different approaches to the study of the mass media in contemporary society, and 2) illustrates the viability of at least one of those approaches by applying it to an original analysis of a particular problem related to the study of mass media. This project should not duplicate work done in other courses he/she is enrolled in during the Coordinated Quarter of Mass Media Studies.

The Project Associates agreed that participation in the Coordinated Quarter of Mass Media Studies would be defined as enrollment in and successful completion of two of the four core

courses plus the capstone seminar. Thus, each student would be enrolled for at least 10 quarter credit hours of mass media studies during the spring quarter. Arrangements were made with the Registrar's Office to make a special notation on the transcripts of students who had completed the quarter-long experience.

The Project Associates also agreed upon the nature of and the general procedures for the research project that would be the major act of synthesis required of students enrolled in the program. They developed a set of procedures and criteria for the research project.

Research Project For Capstone Seminar Of The Coordinated Quarter

Each student was required to complete a seven to ten page research project in an area outside of the actual course work in which he/she was enrolled during the Coordinated Quarter of Mass Media Studies. Each student was expected to consult with a primary advisor who evaluated the project, and a secondary advisor who served as a resource person. Approval for the research project was to be secured from the primary and secondary advisors before the end of the first four weeks of the quarter. Each student was expected to provide the advisors with the following information:

1. a brief description of the research project;
2. an overview of the method and/or procedure to be followed in the research;
3. a list of sources to be consulted and where they were located;
4. a clear statement of the purpose of the research project;

5. a statement of the relationship of the research project to the Coordinated Quarter of Mass Media Studies.

Early in the winter quarter the Project Associates also identified the specific courses from Political Science, Popular Culture, Radio-TV-Film and Sociology which would comprise the core courses of the Coordinated Quarter effort. They were:

Political Science 432, "Mass Media And Public Policy" - William Spragens

Popular Culture 460, "The Electric Media" - Michael Marsden and Duane Tucker

Radio-TV-Film 469, "Process And Effects of Mass Communication" - Karin Sandell

Sociology 300, "Mass Media And Society" - Don McQuarie

University Division 322, "Mass Media Coordinated Seminar" - Marsden, et al.

A core bibliography for the Coordinated Quarter was also developed during the winter quarter for distribution to students. The Evaluation Team of the Project met quite frequently to plan the interviews with participating faculty and the pre- and post-questionnaires for students enrolled in the winter quarter offering, "Television As Popular Culture," and the core courses of the Coordinated Quarter itself. Research materials, including a number of blank videocassettes, were purchased for use by the Project Associates.

The visit of George Gerbner, Dean of the Annenberg School of Communication at the University of Pennsylvania, as consultant to the Project was planned and certain aspects of his visit firmed up. In addition, Associates explored the possibilities of bringing other outside speakers to campus during the spring

quarter in order to complement their efforts by calling even further attention to the importance of studying the mass media and society. Towards the end of the winter quarter, Horace Newcomb was invited to campus to speak on the topic, "Television And American Culture." His presentation, which was funded by the College of Arts and Sciences at Bowling Green State University, served to call even more attention to the combined efforts of the Project Associates to focus on the mass media in a concentrated manner.

Enrollment for the capstone seminar of the Coordinated Quarter (limited to those enrolling in at least two of the core courses from the participating departments), was disappointing. Publicity efforts were increased considerably in the latter part of the winter quarter; but the results were less than encouraging. The Project Associates became aware of the need not only to educate students of the importance of a concentrated and truly interdisciplinary examination of the mass media and our society, but of the need to educate their colleagues, especially advisors, as to its value. While enrollment in each of the four core courses of the Coordinated Quarter was excellent, totaling some 150 students, enrollment in the Coordinated Quarter (as defined above) settled at twelve students.

TELEVISION AS POPULAR CULTURE COURSE

During the winter quarter the course, "Television As Popular Culture," was offered as part of the overall Project. The course syllabus reflected discussions with colleagues both at the

National Humanities Institute at the University of Chicago and at Bowling Green State University. Initial student resporse to the new course was excellent: almost ninety students requested the course. After consultation with a number of colleagues, student enrollment was limited to around fifty, which was considerably higher than the original enrollment ceiling of thirty. The problem became then one of deciding upon a system of selecting out fifty students from the ninety who requested it; the decision was made to determine enrollment by total number of undergraduate credits earned. Thus, the more advanced students were allowed into the course.

Because of the terms of the demonstration grant from the National Endowment For The Humanities, I was able to devote almost full-time to the development and teaching of this course during the winter quarter. (The evaluation of this course is the subject matter of Chapter 2 of this Report.)

Course Syllabus

Popular Culture 290
"Television As Popular Culture"
Winter/1978
Instructor: Marsden

TEXTS

McLuhan, Marshall. Understanding Media (UM). New York: The New American Library, 1964.

Newcomb, Horace, Ed. Television: The Critical View (TCV). New York: Oxford University Press, 1976.

Newcomb, Horace. TV: The Most Popular Act (TVMPA). New York: Doubleday Anchor Books, 1974.

Television As A Cultural Force (TACF). New York: Praeger Publishers, 1976. (Co-published by the Aspen Institute For Humanistic Studies.)

Appropriate film and video screenings will be scheduled throughout the course. These screenings will be considered "texts" for the course as well.

GENERAL SYLLABUS

Week 1 - January 3 & 5

"Introduction to the Television Medium and Popular Culture"

Reading: TCV pp. xiii-xxii, 121-236, & TVMPA pp. 1-24.
Screening: Televisionland

Week 2 - January 10 & 12

"Focus On Selected Media Theories And Several Approaches To The Study Of Popular Television"

Reading: UM pp. 23-51, 63-67, & 233-294.

Week 3 - January 17 & 19

"Rituals Of Television Viewing/Participating"

Reading: TVMPA pp. 243-264 & TACF pp. 1-57.
Screening: Media Burn

Week 4 - January 24 & 26

"Relationships Between Contemporary Programming Formats And Popular Culture Studies"

Reading: TACF pp. 59-146 & TCV pp. 3-119.
Screening: Making Of A Live TV Show

First Essay Assigned

Week 5 - January 31 & February 2

"The Concept Of Television Genres"

Reading: TVMPA pp. 25-242.
Screening: Sixty-Second Spot

Midterm Examination - February 2

Week 6 - February 7 & 9

"The Business Of Television And Its Effects On The Development Of An Aesthetic Of Television"

Reading: TCV pp. 237-314 & TACF pp. 147-173.
Screening: Adland

Second Essay Assigned

Week 7 - February 14 & 16

"The Literature Of Television: From Script To Periodicals"

Reading: At least two scripts representing different television genres which are available in the Popular Culture Library.

Week 8 - February 21 & 23

"Television As A Cultural Force"

Third Essay Assigned

Week 9 - February 28 and March 2

"Television As A Social Force"

Week 10 - March 7 & 9

"The Future of Television & Concluding Comments On 'Television As Popular Culture'"

Week 11 - March 14 & 16

Final Examination Week

COURSE REQUIREMENTS	% OF FINAL GRADE
Midterm Examination	20%
Final Examination	25%
Three 4 to 6 Page, Typewritten Essays	45% (15% Each)
Other Assignments & Course Participation	10%

A wide variety of audio-visual materials were used in the course, including films, videotapes, and actual television scripts. The clear purpose of the course was to have the students examine in-depth the fabric of television, and to deal with it as directly

and fully as possible. It was hoped that the students would gain insights into the "television process,", i.e. the ways in which the medium operates as a social and cultural force in society. It was assumed that the students lacked a viable approach to the study of the television medium and that the course would provide an examination of several such approaches. The course also was intended to serve as a clearinghouse for information about television, providing the opportunity to evaluate the pro and con material. In short, the students were encouraged to become familiar with the medium itself and the literature of the medium.

THE ELECTRIC MEDIA COURSE

The new course, "The Electric Media," also a component of the overall Project was offered in the spring quarter and team-taught by myself and Duane Tucker, General Manager of WBGU-TV and Professor of Speech in the Radio-TV-Film Area. The syllabus for this course was the result of conversations with colleagues at the National Humanities Institute at the University of Chicago, colleagues at Bowling Green State University, and between the teaching team of Marsden/Tucker. The course was primarily intended for the advanced student of mass media desiring a course which focused on media theory. Enrollment in the course was limited only by the prerequisite of a sophomore level course in "Popular Culture And The Media," which could be waived by the instructors. Twenty-five upperclass students enrolled in the course.

Course Syllabus

Popular Culture 460
"The Electric Media"
Spring/1978
Instructors: Michael T. Marsden and Duane E. Tucker

TEXTS

Carpenter, Edmund. Oh, What A Blow That Phantom Gave Me! New York: Bantam Books, Inc., 1974.

Price, Jonathan. Video-Visions: A Medium Discovers Itself. New York: New American Library, 1977.

Schwartz, Tony. The Responsive Chord. New York: Anchor Press/Doubleday, 1975.

Additional selected readings from other commentaries on the electric media will be assigned.

Appropriate viewings/listenings will be scheduled throughout the course as appropriate.

COURSE SYLLABUS

First Week (March 28 & 30)	"Orientation And Introduction to Media Theory" Reading: Begin reading Schwartz's The Responsive Chord
Second Week (April 4 & 6)	"Mass Communication Theory"
Third Week (April 11 & 13)	"Contemporary Media Theory" Reading: Discussion of Schwartz's The Responsive Chord First Essay assigned
Fourth Week (April 18 & 20) & Fifth Week (April 25 & 27)	"The Several Forms Of Aural Electric Media & Their Cultural/ Social Roles In Contemporary Society" Reading: Carpenter's Oh, What A Blow That Phantom Gave Me Second Essay assigned
Sixth Week (May 2 & 4) & Seventh Week (May 9 & 11)	"The Several Forms Of Visual Electric Media And Their Cultural/ Social Roles In Contemporary Society" Reading: Price's Video-Visions: A Medium Discovers Itself Third Essay assigned

Eighth Week (May 16 & 18)	"Community, Experimental And Public Electric Media And Their Cultural/Social Roles In Contemporary Society"
&	
Ninth Week (May 23 & 25)	Fourth Essay assigned
Tenth Week (May 30 & June 1)	"Future Prospects Of The Electric Media In Contemporary Culture"
Eleventh Week	Final Examination Week

COURSE REQUIREMENTS	% OF FINAL GRADE
1. Four essay assignments of 4-6 pages	60% (15% each)
2. Presentation to class	10%
3. Final examination	20%
4. Participation in course	10%

While the primary focus of the course was upon the mass media of radio and television, an attempt was made to include as many of the electric media in class discussions and course analysis as possible. Films and videotapes were utilized as appropriate, as were outside speakers such as Paul Spehr, Acting Head of the Motion Picture Division of the Library of Congress and Michael O'Connor, Director of Programming for Buckeye Cablevision Inc. The course instructors attempted to provide a careful balance between the theoretical and the practical considerations of the electric media and their roles in our society/culture.

MASS MEDIA SEMINAR - CAPSTONE SEMINAR OF THE COORDINATED QUARTER

After considerable publicity efforts, which included

advertisements, posters, and letters to students enrolled in one or more of the core courses involved in the Coordinated Quarter, twelve students participated in the capstone seminar, and thus in the original concept of the Coordinated Quarter of Mass Media Studies. They were joined in the Wednesday evening seminars by six faculty members -- instructors Brauer, McQuarie, Sandell, Spragens, Tucker and myself -- providing a one to two faculty-student ratio. The intensity of professionalism and potential for exploration of issues in-depth were very rich.

The seminar meetings were held in the Assembly Room of the University's McFall Center, the location of public meetings of the Board of Trustees. It was felt that the setting would provide an additional element of "seriousness" to the effort. Each faculty member was responsible for approximately two of the seminars -- organizing the session and leading discussions. Three outside speakers were brought to campus specifically as resource persons for the Coordinated Quarter of Mass Media Studies. They were: George Gerbner, Dean of the Annenberg School of Communication at the University of Pennsylvania; Michael Gurevitch of the Open University in London whose specialties include media uses and gratifications, political communication, and the study of communication networks; and Lawrence Longley of Lawrence University whose specialty is broadcast regulations. Gerbner addressed the entire University community after meeting privately for several hours with the Project Associates. Gurevitch and Longley met with the seminar. (I and Project Associate William Spragens also taped a half-hour television program at WBGU-TV with Longley for later classroom use.)

In addition to participating in the seminar sessions, students enrolled in the Coordinated Quarter of Mass Media Studies

were required, as was outlined above, to plan and carry out a research project which reflected their enrollment in two of the four core courses and the capstone seminar. That is, they were required to accomplish a research project on a mass media issue having approached it from at least two different disciplinary perspectives. Since the projects were supervised by both primary and secondary faculty advisors, breadth of expertise for each student was provided.

SUMMARY

The Project, then, consisted of three distinct and yet interrelated components: 1) a new course entitled, "Television As Popular Culture," 2) a new team-taught course on media theory, "The Electric Media," and 3) a Coordinated Quarter of Mass Media Studies involving four core courses, a capstone seminar, and six faculty members. All of these components were realized during the 1977-78 academic year under the sponsorship of a demonstration grant from the National Endowment For The Humanities, and all of the components of the Project have, for the most part, been successfully integrated into the continuing curriculum at Bowling Green State University.

What follows in Chapters 2 and 3 are in-depth evaluations of the individual components of the Project and an assessment of their impact upon Bowling Green State University's educational mission. Chapter 4 conveys reflections on the overall experience of the Project and suggests possible curricular directions for studies in mass media and the humanities.

Chapter 2

"The Teaching Of Television As Popular Culture"

James Litwin
Richard Zeller
Sung Kim
Joel Mowrey

Americans watch six hours of television per day on the average; we sink billions of dollars into the TV industry; and, we engage in national debates concerning the effects of television viewing on violence, crime, and moral behavior. Indeed, television has become an integral part of our culture.

Television, however, as part of American culture has received little attention in college and university curricula. It is often relegated to the sideline as "contemporary academic trivia." Some academicians would have it treated only under the more generic topic of mass media, if they allowed it at all. Not all agree with this viewpoint though. George Gerbner, Dean of the prestigious Annenberg School of Communications, for example, even suggests the possibility that the study of television could be a liberating pursuit, providing the content for an analytical framework which looks at one's self and one's culture. Gerbner and other advocates argue that ignoring television in academe is inconsistent with its relative influence and centrality in our culture.

The purpose of this chapter is to describe the findings of one attempt to include the study of television as popular culture into a college curriculum.*

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*The development of this course and its subsequent evaluation was assisted by a National Endowment for the Humanities Grant to Dr. Michael Marsden, Associate Professor of Popular Culture, Bowling Green State University, Bowling Green, Ohio. The authors were requested to complete an independent evaluation of the project by Dr. Marsden. To his credit, Dr. Marsden gave free rein to the evaluation team. With the exception of a check on the accuracy of factual material, he has not been involved in the work described in the evaluative chapters and the description thereof.

Toward this end, we chronicle the development of the course and highlight the evaluation data we gathered. To a large degree, this work goes consistently beyond the single course; it discusses the general perceptions of college students toward television and their relationship to it.

Background

The academic course Television As Popular Culture was one of two interdisciplinary courses developed by Michael Marsden during his year of residence at the National Humanities Institute at the University of Chicago. It was developed in conjunction with another course called The Electric Media. Marsden in his proposal (1977) described these courses as focusing:

> ...on the ways in which the media have modified the popular art forms and the ways in which technological developments have caused stylistic changes in the arts. These focal points provide new ways of organizing such interdisciplinary course offerings. (p. 2)

Marsden viewed Television As Popular Culture as a general education course, perhaps one that every student should take. It was not aimed at developing further the technical competence of students in programs such as Radio/TV/Film but rather as an introduction to the cultural and social significance of television. He explains this in his course proposal (1977):

> More specifically, this course will deal with the cultural phenomenon of popular television, the dominant mass medium of our age. While mass media researchers, such as DeFleur and Laswell, have dealt systematically with the communication aspects of mass media such as radio and television, they have not dealt directly with their cultural ramifications as have some of the more rigorously contextualized cultural indices developed

> by Professor Gerbner and his colleagues at the Annenberg School of Communication at the University of Pennsylvania. This course will focus on television as a mass entertainment and information medium that has become the major vehicle for the shared cultural traditions of our dominant culture, i.e. provides us with our only unified window to the world. The course will deal with topics such as programming formulas, the affective/reflective/refractive relationships between television content and the audience, cultural theories of television's relationship to society as a whole, and the state of television criticism and aesthetics which are at the present time seeking a direction as they draw upon the experience of film criticism while at the same time attempting to develop an organic response to the television experience. More specific topics would include: the function of "types" or stereotypes in television programming, the ability of television to alter the audience's sense of time/space/reality, and the importance of repetition and variance in programming patterns.
>
> The course will attempt to vigorously examine all of the assumptions with which we approach a study of television and will have as a goal the purpose of the achievement by the students of a level of consciousness about the television medium which would prevent them from ignoring or taking for granted the complex cultural patterns inherent in a medium that has significant influence on our lives. (pp. 9-10)

After reviewing the proposal we asked Marsden "if the course was successful, what would have happened to students having satisfactorily completed the course?" He thought the course would:

1) Disabuse students of their false attitudes towards TV including such notions as the direct influence of TV on juvenile delinquency, alcoholism, consumerism in the American family, etc.

2) Help students see that TV interrelated to other media such as film, newspapers, popular literature, etc.

3) Help students consider what factors are used to judge the worth of TV programs and lead them to a consideration of their own criteria.

4) Have students speculate about the future role of TV in our society including education, home entertainment, politics, community theater, community service, health services, religious services, and pornography.

It was within this context that we developed a plan to assess the effects of this course on the enrolled students. The course met twice a week for a two-hour period and had 50 students enrolled in it. The syllabus for the course is included in Chapter 1.

Method

The evaluation of the course consisted primarily of a comprehensive survey questionnaire being administered to students at both the beginning and end of the course (a 10-week quarter).

SUBJECTS

Television As Popular Culture was designed to accommodate 30 students. Because some 90 students indicated an interest in the course, the size of the class was increased to serve 50 students. Admission into the course was completed by a standard procedure which gave priority to upperclass students.

Of the 50 students enrolled in the course, exactly half were female. Although the course was designed basically for sophomores, 54% of the students were seniors, 22% were juniors, 20% were sophomores, and 4% were freshmen. The students represented eighteen different majors which ranged from education and radio-television-film majors to physics majors.

Most students (80%) listed the following three major reasons for taking the course: "complete a requirement;" "understanding of television's effect on society/life style;" and "had an impression of the course as interesting."

In response to background questions regarding the number of television sets owned at their homes (away from the university), 10% reported four television sets, 30% three, 32% two, and 28% one. All students then had at least one television set at home. The average number of hours spent watching television at home per day by these students was reported as 3.3; the average number of hours of television watched per day at college was 2.0. Thirty percent of the students reported they watched no TV while at college. (At the end of the course, the average reported number of hours of television watched per day at college increased to 2.4, and only 10% said they watched no TV at college.)

The students reported that television was their "most important source" of current news information (46%), followed by newspapers (30%), radio (18%), and magazines (6%). In terms of choosing the most credible media when "conflicting or differing reports of the same news story were reported," students chose television (52%) as the most believable, followed by magazines (28%), newspapers (16%), and radio (2%). It is interesting to note that while magazines were least used as a source of news, they were the second most credible. Television ranked first in both categories.

MEASURES

Pre- and post-questionnaires were developed to obtain information from students. The two questionnaires were almost identical in both format and content. The post-questionnaire omitted previously asked demographic items and added evaluation

questions on 1) the clarity of course objectives, 2) the perceived amount of learning about television from the course, and 3) overall satisfaction with the course.

The questionnaires included five major sections. The first section contained demographic questions (e.g., major) designed to provide a profile of the type of student taking the course. The second section consisted of open-ended questions about reasons for taking the course as well as their course expectations. Expectations were measured by eleven seven-point scales, each with dichotomous items (e.g. simple/complex) representing the end points.

The third section of the questionnaire was subdivided into three parts. One part contained a semantic differential scale which attempted to tap students' connotative interpretations of the term "Television." The twelve semantic differential scales were broken down into three separate dimensions: evaluation (e.g., good/bad), potency (e.g., small/large), and activity (e.g., slow/fast). A second part contained fourteen factors which students could use to judge the quality of a television program (e.g., entertainment, novelty). Students were asked to use a five-point scale to indicate how frequently they used each of these factors to evaluate programs. A third part tapped students' perceptions of television's role in the future. Students indicated on a five-point scale television's role in the future in eight areas (e.g., education, sports).

The fourth section of the questionnaire used 31 statements to measure students' attitudes toward television including its

effects, influences, and importance in society. Students indicated their degree of agreement with each statement by circling the appropriate number on five-point scales. The final section was designed to assess students' amount of knowledge and degree of familiarity concerning television. Eight multiple-choice questions probed for factual information pertaining to television (e.g., the year of the first commercial broadcast). To measure the degree of familiarity, fourteen relatively common names and terms (e.g., prime time, Neilsen ratings) were used. Students indicated their degree of familiarity with each name/term on five-point scales. A copy of the post-questionnaire is included as Appendix A.

Procedure

Pre-questionnaires were distributed to all 50 students enrolled in the course on the first day of class. The instructor explained that a questionnaire was to be filled out for the general purpose of evaluating the course. All students appeared to willingly complete the questionnaire; most students completed the questionnaire in 15-20 minutes.

At the end of the quarter, the post-questionnaires were distributed. At this time 36 students were present and completed the questionnaire. Another five students completed the questionnaire on the day of the final examination.

Analyses and Results*

We began our analyses by considering the general problem of college impact. Besides the difficulties of measuring what overall effects college may have on students, we wondered what difference a single course would make, given the multiplicity of forces acting on students as well as the normal developmental processes at work. Compounding this issue was the fact that we knew little about college students and television. How did they relate to it? What is its value to them? How do they think about it? Rather than viewing the evaluation of the course, therefore, as simply a "did you like it" exercise, we took the opportunity to establish fundamental data in the area.** What seemed most worth doing was to develop important baselines, for example, if the course was to have educational effects, it should have it on the "conceptual structures" in which students consider television. Yet, we had no idea what these conceptual structures might be like. While not denying the student a pleasant experience in the course, its goals were aimed at producing changes in thinking (e.g., the "disabuse" propositions). Thus, establishing these constructs, and simultaneously using them to evaluate the course became our dual objective. We fully expected that by viewing course effects in such a complex, but more meaningful way, we would be minimizing our chances of measuring

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*In general, we have attempted to keep the inclusion of statistics in this section to a minimum.

**A search of the ERIC literature found only two sources worth pursuing. Most literature is focused on the uses of instructional TV, not the study of television per se.

outcomes. Nonetheless, in the end, the product seemed more worthwhile to pursue.

STUDENTS' "CONCEPTUAL STRUCTURE"

Each student's thinking about the subject-matter of Television As Popular Culture was assessed by means of the questionnaire described earlier.

A description of the conceptual structure that the students imposed on each of the domains referenced on the questionnaire was made through the use of factor analysis (principal components). In this section, we describe the various factor analyses, and comment upon the structure that the students brought to the class and how it was or was not altered during the course. We found a definite conceptual structure within each of the above domains. With some exceptions, this structure appeared to be roughly comparable in the pre- and post-questionnaire administration. This occurred in spite of the fact that there were a different number of students included in the pre- and post-course questionnaires ($N_{pre} = 50$; $N_{post} = 41$), and in spite of the fact that the course was specifically designed to alter these conceptual structures.

Expectations about and Evaluations of the Course. In the initial questionnaire, students were asked to read eleven pairs of opposites and put a check between them (on a scale from 1 to 7) to describe their expectations about the course. In the post-course questionnaire, students were presented with the same eleven pairs of opposites and asked to evaluate the course

using these terms. A factor analysis of these eleven items, on both questionnaires, was performed. For both factor analyses, three significant factors emerged.*

In both the pre- and post-course questionnaires, the first factor was defined by the following items: Exciting/Dull; (Un) Interesting; (Un)Important; (Not)Informative; (Not Much)Fun; (Not)Imaginative; and Generally Excellent/Bad. For clarity's sake, we labeled this factor: "Interesting and Fun." Before the course, some students expected the course to be more exciting, interesting, important, informative, fun, imaginative, and generally excellent than did other students.

A second similarity is in evidence in Factor 2. In both the pre- and post-course questionnaires, the second factor was defined by the following items: Simple/Complex; Easy/Difficult; and Light/Heavy in Workload. We labeled this factor: "Simple." Before and after the course, some expected or evaluated the course to be simpler and easier than did others.

A slight dissimilarity is in evidence in Factor 3. In the pre-course questionnaire, the third rotated factor was defined by Light/Heavy in Workload, (Un)Important, and Serious/Playful. As such, this third factor is of lesser importance after the course than before. We labeled this factor: "Important."

The Semantic Differential. In both the pre- and post course questionnaires, students completed a twelve-item semantic differential using "Television" as the stimulus word. A factor analysis

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*These factor structures, rotated to a varimax solution, are presented in the Technical Appendix. All factor loadings above .4 are underlined so that the structure of student conceptions about the course can be more easily described.

of these twelve items, on both the pre- and post-course questionnaires, was performed; the factor structures are presented in the Technical Appendix.

The factor analyses of the semantic differential items yielded disappointing results. Consistent with the history of this particular scale we labeled the factors as follows: Factor 1 was labeled "Evaluation;" factor 2: "Potency;" and factor 3: "Activity." However, the definitions of the factors were neither clear nor obvious. In comparing the pre- and post-course questionnaires, the evaluation factor shared four items (Good/Bad; Fragrant/Foul; Nice/Awful; and Sacred/Profane); the Potency factor shared only one item (Large/Small); and the Activity factor shared only one item (Active/Passive). In short, the semantic differential factor structure was not crisply defined, before or after the course even though it has been found to be so in similar studies.*

Factors Used to Judge a Program. In both the pre- and post-course questionnaires, students were asked: "What factors do you use when you judge how good a television program is?" They responded on fourteen items each with a scale ranging from "Hardly Ever Use" (1) to "Frequently Use" (5). A factor analysis of these fourteen items, on both the pre- and post-course questionnaires, was performed; the factor structures are also presented in the Technical Appendix.

In both the pre- and post-course analyses, the first factor involved "entertainment." This factor was defined by items on

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*See Osgood, C., Suci, G., and Tannenbaum, P. The Measurements of Meaning. Urbana, Ill. Illinois Press, 1957 for a discussion of this particular semantic differential scale.

entertainment, action/excitement, novelty, and humor. Another factor that replicated in the pre- and post-course questionnaires was "diversion and stimulation."

Beyond these similarities, some changes apparently took place. Art and morality, which defined factor 2 in the pre-course analysis, split in the post-course analysis with art defining the Entertainment and Diversion Stimulation factors while morality defined its own factor.

Finally, three new factors, which we did not observe in the pre-course analysis, emerged in the post-course analysis. We labeled these factors as follows: "Relaxation;" "People;" and, "Violence." Hence, there was some alteration in the structure of the factors used to judge how good a program is between the pre- and post-course questionnaires; they were generally unstable.

The Role of TV in the Future. In both the pre- and post-course questionnaires, students were asked: "What role will TV play in each of the following areas in the future?" A factor analysis of these eight items, on both the pre- and post-course questionnaires, was performed. The most useful result of this analysis was that the first factor extracted was a general factor. In the pre-course analysis, the first factor was defined by education, community services, family life, politics, art, and religion. The same items defined the post-course analysis, except that family life dropped out of the definition while sports joined. Hence, this factor was simply labeled "Future Role." It did not shift appreciably between the pre- and post-course questionnaires.

Attitudes Toward Television. In both the pre- and post-course questionnaires, students were asked to respond to thrity-one items assessing various attitudes toward television. They responded to these items on a scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). A factor analysis of these items, on both the pre- and post-course questionnaires, was performed; the factor structures are presented in the Technical Appendix. In the pre-course questionnaire, the following items defined factor 1 which we labeled Moral Influence:

1. TV is an effective and "positive" moral educator.
4. TV produces moral lessons and teaches children how to sort out right from wrong.
5. TV helps keep a family together.
7. TV improves thinking habits.
15. TV reduces people's initiative and imagination. (Negative)
16. Children are better off with TV.
17. TV influences the way we view the world. (Negative)
25. TV contributes to alcoholism.

The following items defined factor 2 which we called Crime and Waste:

6. There is a direct relationship between TV and violent crime.
9. TV is a cultural wasteland unworthy of serious attention.
10. Watching TV is a waste of time.
11. TV makes people passive and lazy.
28. The main advantage of TV for parents is that it serves as a baby sitter.
29. TV contributes to juvenile delinquency.
30. TV influences or changes reality.

The following items defined factor 3 which we called Power and Impact:

3. TV is a powerful medium which permeates most aspects of our lives.
9. TV is a cultural wasteland unworthy of serious attention. (Negative)
13. The study of TV is a legitimate academic subject.
17. TV influences the way we view the world.
18. Research on the impact of TV is important.

19. TV is a social institution that structures our lives.
20. TV is a creative field in which to work.
21. Many people depend on TV for their conception of the real world.

There were similarities and differences between the pre- and post-course structures.* The similarities are implicit in the names of the factors, for moral influence, crime, waste, and power permeate the interpretation of both sets of factor analyses. The differences between administrations concern changes in the positions of these dimensions. Specifically, crime and waste, which are one factor before the course appeared to be two factors afterward. Speculatively, one could surmise that within the context of the course, these two negative aspects of TV were differentiated from their earlier confounded state. Moreover, power appears to combine with moral influence. This structural development suggests that with respect to TV, there may be some important relationship between might and right.

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*In the post-course questionnaire, factor 1 is defined by Moral Influence items 1, 4, 5, and 17, by Power and Impact items 13, 18, 19, 20, and 21, and by item 23 (Children who watch TV do better in school). We labeled this factor: "Moral Influence and Power." Factor 2 is defined by Power item 3, Moral Influence item 7, and the following items:

2. TV reduces boredom and irritability.
12. TV is strictly a business.
24. TV reflects or describes reality.

We labeled this factor: "Reality." Factor 3 is defined by Crime and Waste items 6 and 29, by Moral Influence items 15 and 25 (negatively) and by item 22 (TV is now our only way of talking to each other about who we are). We labeled this factor: "Crime." Factor 4 is defined by Waste items 9, 10, 11, and 28, by Moral Influence items 4 and 19, and by item 8 (TV is an art form). We labeled this factor: "Art and Waste."

Finally, a new "reality" factor emerged in the post-course analysis that was not in evidence in the pre-course analysis. In sum, while there were differences between the pre- and post-course attitudinal structures, important similarities in those structures were in evidence.

Familiarity. In both the pre- and post-course questionnaires, students were asked to indicate their degree of familiarity with fourteen names and terms relatively common in TV. They responded on each of those items on a scale ranging from "Not At All Familiar" (1) to "Very Familiar" (5). A factor analysis of these fourteen items, on both the pre- and post-course questionnaires, was performed. The most stunning aspect of these factor analyses is the strength of the first factor; in both the pre and post-course analyses, only two of the fourteen first factor loadings were below .5, an unusually strong pattern. The factor structures of both the pre- and post-course familiarity revealed two clear and interpretable factors. Factor 1 was labeled: "Popular Culture;" factor 2 was labeled: "News/Business." The factor structures are presented in the Technical Appendix.

In both the pre- and post-course analyses, the Popular Culture factor was defined by the following items: Genre, Audience Share, MTM Productions, Marshall McLuhan, and "Vast Wasteland." Included in this factor in the pre-course analysis were the following items: Nielsen Ratings, Fred Silverman, and B.B.C.; also included in the post-course analysis was Prime Time. In both pre- and post-course analyses, the News/Business factor was defined by the following items: Nielsen Ratings, Walter Cronkite, Sixty Minutes, and Prime Time. Included in this factor in the post-

course analysis were the following items: Genre and B.B.C. Thus, familiarity with both the Popular Culture and the News/ Business aspects of TV maintained its essential structure over the course.

In general, we recognize the speculative nature of these measures. We suspect though that similar courses will be offered on college campuses in the next decade and that these efforts at developing scales and indices will be useful.

STUDENT PROFILES

Different students think differently about TV and the course in which they are enrolling. The purpose of this section is to describe a variety of such profiles. In order to do this, we constructed scales from the pre-course factor analyses described above. Each scale was comprised of a simple addition (or subtraction for a negatively-loaded item) of the value of each item that defined that factor for each individual. For example a scale for the Interesting and Fun factor was constructed as follows:

Interesting and Fun = Exciting + Interesting + Informative + Lots of Fun + Imaginative + Generally Excellent

In a similar fashion, scales were constructed for the remainder of the interpreted factors. Scale scores were calculated for each student, and were then standardized. Then the interrelationships among students, rather than among variables, were factored. This factor analytic procedure, described in more detail in Zeller and Carmines (forthcoming) is commonly known as Q-Matrix Factor Analysis. It results in a clustering of individuals based

upon the similarity or dissimilarity of their profile structures. From this factor analytic procedure, we derived three profile factors. On the basis of these three factors, 46 of our 50 subjects were separated into six profile groups. Mean scores were then computed for each group for each variable that was included in the Q-Matrix Factor Analysis. The results of this operation are presented in Table 2-1.

First, you can see that the six groups described in Table 2-1 were labeled: 1+, 1-, 2+, 2-, 3+, and 3-. This labeling was consistent with the location of those individuals as either on the positive or negative pole of the first, second, or third factor of the Q-Matrix factor analysis respectively. Second, in the last row, the number of observations in each group are presented; this number ranges from a high of 10 students in the 1+ group to a low of 5 students in the 3- group. (Four of the 50 students were excluded from this analysis as they were not defined within this analysis.) Third, in the first two rows of the table, we present the mean number of hours they reported that they watched TV at home and at college. Watching TV at home varied by group from a low of one hour in group 3- to a high of almost 5 hours in group 1-. Watching TV at college varied by group from a low of less than a half hour in group 3- to four hours in group 3+ per day. The remaining scores are the means of the standardized scales described above on a group specific basis. The underlined values are the extreme values. Based upon this data the various profile groups are described below:

Wastelanders (Group One Plus). The Wastelanders watch an average amount of TV at home (two and a half hours per day),

Table 2-1: Mean Scores For Six Student Profile Groups (Q-Matrix Factor Analysis)

	1+ (N=10)	1- (N=9)	2+ (N=7)	2- (N=8)	3+ (N=7)	3- (N=5)	r^2
Watch at Home	2.60	4.89	2.29	3.88	4.43	1.00	.305*
Watch at College	.80	2.67	1.43	2.50	4.00	.40	.317*
Interesting	.147	-.397	-.939	.118	1.198	-.539	.435**
Simple/Easy	.230	.142	.706	-1.171	.050	-.115	.373**
Important	.169	-.435	-1.006	1.111	-.004	.098	.410**
Evaluate	-.384	.641	-.870	.338	-.390	.764	.325**
Potency	-.559	.638	-.086	.107	-.873	.614	.295*
Entertain	-.282	-.245	.359	-.096	-.513	.702	.136
Art/Morality	.558	-.284	.274	-.375	-.274	.221	.198
Diversion	-.446	-.217	.701	-.096	-.485	.383	.215
Education	.303	.181	.245	-.991	-.093	.595	.233
Future Role	-.203	.146	.400	-.067	-.341	.613	.081
Moral Information	-.901	.981	-.307	.074	.610	-.276	.412**
Crime and Waste	.760	-1.378	.612	-.185	.122	.416	.530***
Power	-.349	.486	.651	-.149	-1.268	.948	.443**
Popular Culture	-.141	.255	1.101	-.612	.081	-1.101	.359**
News and Business	-.167	.515	.439	.051	.076	-1.148	.336**

*p < .10; **p < .05; ***p < .01.

but watch an unusually small amount of TV at college (less than an hour per day). Members of this group see TV as relatively important; they use art and morality but do not use diversion or stimulation as factors in judging how good a program is; they believe that TV provides negative moral information; and they believe that TV promotes crime and waste.

Advocates (Group One Minus). The Advocates watch a large amount of TV at home (almost five hours per day), but watch an average amount of TV at college (two and two-thirds hours per day). Members of this group expected the course to be unimportant; they believe that TV is good and powerful; they believe that TV provides positive moral information; they believe that TV inhibits crime and waste; they believe that TV is powerful and they are familiar with the news and business aspects of TV.

Moderates (Group Two Plus). The Moderates watch an average amount of TV both at home (two and a quarter hours per day) and at college (one and a half hours per day). Members of this group expected the course to be interesting and hard, but relatively unimportant; they believe that TV is bad; they use diversion as a factor in judging how good a program is; they believe that TV will play a strong role in the future; they believe that TV promotes crime and waste; they believe that TV is powerful; and they are familiar with both the popular culture and the news and business aspects of TV.

Muddlers (Group Two Minus). The Muddlers watch TV more than the Moderates (almost four hours per day at home; two and a half hours per day at college). They expect the course to be difficult and important; they do not use education as a factor in judging how good a program is; and they are relatively unfamiliar with the popular culture aspects of TV.

Heavy Viewers (Group Three Plus). Heavy Viewers watch a lot of TV both at home (four and a half hours per day) and at college (four hours per day). They expected the course to be relatively uninteresting; they believe TV is relatively important; they do not use either entertainment or diversion as factors in judging how good a program is; they believe TV is a source of moral information; finally, they believe that TV is a relatively powerless medium.

Light Viewers (Group Three Minus). Light Viewers watch a small amount of TV both at home (an hour per day) and at college (less than a half hour per day). They expect the course to be interesting; they believe that TV is good and powerful; they use entertainment and education as factors in judging how good a program is; they believe that TV will play a strong role in the future; they believe that TV promotes crime and waste; they believe that TV is a powerful medium; finally, they are relatively unfamiliar with both the popular culture and the news and business aspects of TV.

Some comments on the general structure of the profiles: first,

the factors used defined polar opposites (96 out of 102 comparisons between standardized scores on opposite ends of factors have opposite algebraic signs). This pattern is not at all surprising, as the profiles were statistically defined in this way.

Second, the strength of these variables in structuring the profiles differs. For example, the Crime and Waste factor accounts for 53% of the variance among the groups, as shown in the column labeled "r^2", while Future Role accounts for a paultry 8% of that variance. (As a basis for comparison, we would expect 13% of the variance in the group means to be accounted for by chance alone.) The factors used to judge how good a program is and the future role of TV were relatively weak in differentiating these groups while the amount of TV watched, the expectations about the course, the semantic differential dimensions, the attitudinal scales, and the familiarity scales were relatively strong in making that differentiation.

We now turn to a description of the changes that took place in the students' profiles as we compare them before and after the course.

CHANGES IN STUDENT RESPONSES

On some dimensions, the students in Television As Popular Culture changed between the time they enrolled in the course and the time they completed it; on other dimensions, no such change was observed. The purpose of this section is to describe those occurrences. First, we describe the overall changes; second, we describe the changes as they reflected changes in specific profile groups.

Overall Effects of the Course. Using again the scales that were constructed from the pre-course data, mean scores were computed for both the pre-course and the post-course data. These means, along with their corresponding standard deviations, and the statistic for the difference between those means are presented in Table 2-2.

An examination of Table 2-2 shows that on some dimensions, there were some changes in mean scores; on other dimensions, the evidence for change is not compelling. Fortunately, the differentiation between those dimensions on which demonstrable change occurred and the remainder of the dimensions is clear and distinct. We observed overall differences on seven of the fifteen dimensions examined, and these differences were statistically significant.

We observed differences between: a) expectations and evaluations of the course, b) attitudes toward television, and c) familiarity with TV-related names/terms. We observed no differences on the semantic differential, on the factors used to judge a program, and on the future role of TV.

Interesting and Fun. The Interesting and Fun scale (expectations of the course) was constructed such that the higher the score, the less exciting, interesting, informative, fun, imaginative, and excellent the course. Before the course, the mean on this scale was 14.89; after the course, the mean on this scale was 23.86. Hence, students overall found the course to be less exciting, less interesting, less informative, less fun, less imaginative, and generally less excellent than they had expected it to be.

Table 2-2: Comparison of Dimensions Before and After Course

Dimension	Time	Mean	sd	N	t	p	r^2
Interesting	Pre	14.89	4.12	37	6.38	.001	.361
	Post	23.86	7.50	37			
Simple/Easy	Pre	11.51	2.76	37	9.13	.001	.537
	Post	17.30	2.69	37			
Important	Pre	2.43	2.60	37	3.73	.001	.162
	Post	.14	2.62	37			
Evaluate	Pre	26.89	4.43	37	1.43	n.s.	
	Post	28.30	4.02	37			
Potency	Pre	14.65	3.16	37	.21	n.s.	
	Post	14.78	2.69	37			
Entertain	Pre	19.30	3.27	37	.47	n.s.	
	Post	19.65	3.15	37			
Art/Morality	Pre	6.08	1.99	37	-.28	n.s.	
	Post	5.97	1.40	37			
Diversion	Pre	5.76	1.55	37	-.37	n.s.	
	Post	5.62	1.72	37			
Education	Pre	7.92	1.44	37	-.99	n.s.	
	Post	7.59	1.44	37			
Future Role	Pre	21.89	3.31	37	.08	n.s.	
	Post	21.95	3.23	37			
Moral Information	Pre	3.89	5.50	37	.24	n.s.	
	Post	4.14	3.28	37			
Crime/Waste	Pre	18.47	4.45	37	4.18	.001	.195
	Post	22.03	2.65	37			
Power	Pre	25.43	4.57	37	-8.68	.001	.511
	Post	17.95	3.32	37			
Popular Culture	Pre	26.86	9.27	37	5.15	.001	.266
	Post	17.95	2.90	37			
News/Business	Pre	18.32	2.92	37	-4.70	.001	.235
	Post	15.50	2.19	37			

Simple and Easy. The Simple and Easy scale was constructed such that the higher the score, the harder the course. Before the course, the mean on this scale of expectations was 11.51; after the course, the mean on this scale of evaluations was 17.30. Hence, students found the course to be more complex, more difficult, and heavier in work-load than they had expected the course to be.

Important. The Important scale was constructed such that the higher the score, the less important the course. Before the course, the mean on this scale was 2.43; after the course, the mean on this scale of evaluations was .14. Hence, the students found the course to be heavier in work-load (again) and more serious than they had expected the course to be.

Crime and Waste. The Crime and Waste scale was constructed such that the higher the score, the more TV viewing was thought to lead to crime and is a waste of time. Before the course, the Crime and Waste mean was 18.47; after the course, it was 22.03. Hence, students were more likely after the course to believe that TV leads to crime and is a waste of time than they were before the course. This finding is particularly ironic in view of the fact that part of the curricular material was critical of the speed with which such "myths" came to be believed by the public at large about TV.

Power. The Power scale was constructed such that the higher the score, the more powerful TV was believed to be. Before the course, the Power mean was 25.43; after the course, it

was 17.95. Hence, students believed TV to be a less powerful medium after the course than before.

Popular Culture Familiarity. The Popular Culture scale was constructed such that the higher the score, the greater familiarity students claimed for the popular cultural aspects of TV. Before the course, the Popular Culture mean was 26.86; after the course, it was 35.08. Hence, students claimed more familiarity with the Popular Cultural aspects of TV after the course than before.

News and Business Familiarity. The News/Business scale was constructed such that the higher the score, the greater familiarity students claimed for the news and business aspects of TV. Before the course, the News/Business mean was 18.32; after the course, it was 15.50. Hence, after the course, students claimed less (!) familiarity with the news and business aspects of TV than before the course. This apparently counter-intuitive finding makes some sense from a "more-than-meets-the-eye" perspective. It may be that students came to believe that there was more than meets the eye in the news and business aspects of TV during the course, and hence were less willing to claim great familiarity with those topics.

Changes in Profile Groups. Using the scales that were constructed in the pre-course analysis, mean scores were computed for each profile group for both the pre-course and the post-course data. These means, along with the N for each profile group are presented in Table 2-3. The first important characteristic to

Table 2-3: Changes in Student Profiles During the Course (Mean Scores)

Dimension	Time	1+ (N=7)	1- (N=7)	2+ (N=5)	2- (N=6)	3+ (N=6)	3- (N=3)
Interesting	Pre	15.0	13.0	12.0	14.5	19.5	12.7
	Post	24.1	23.1	23.0	26.5	26.8	21.0
Simple/Easy	Pre	12.4	11.6	14.0	8.2	11.5	10.7
	Post	17.6	17.6	15.6	16.8	18.0	19.3
Important	Pre	3.1	.4	.4	5.7	2.3	3.3
	Post	.7	-.7	-.2	1.3	1.3	-2.0
Evaluate	Pre	24.9	29.0	24.4	29.0	24.0	31.7
	Post	25.4	29.3	26.8	29.5	27.7	33.0
Potency	Pre	13.4	17.0	13.6	15.0	11.8	17.0
	Post	13.1	15.7	15.4	16.0	13.0	17.7
Entertain	Pre	17.4	19.1	20.6	19.8	17.5	21.7
	Post	18.1	18.3	21.4	18.8	19.7	23.0
Art/Morality	Pre	7.4	6.1	6.0	5.3	5.7	5.3
	Post	6.0	6.0	6.4	5.3	6.3	6.3
Diversion	Pre	5.0	5.4	6.8	5.7	5.0	7.0
	Post	5.9	5.4	6.2	4.2	5.8	6.3
Education	Pre	8.6	8.3	8.0	6.7	7.7	8.3
	Post	8.0	7.3	8.0	7.0	8.0	8.0
Future Role	Pre	21.7	23.9	22.6	21.3	20.3	22.7
	Post	21.3	22.3	22.0	22.2	22.7	23.3
Moral Information	Pre	-.6	9.9	-1.6	4.7	7.3	2.7
	Post	2.4	4.6	2.0	5.5	4.3	8.3
Crime/Waste	Pre	22.0	12.7	21.4	18.3	20.0	18.0
	Post	22.3	22.0	23.4	22.7	20.0	22.7
Power	Pre	24.6	27.4	27.8	24.7	20.0	31.3
	Post	18.7	18.7	18.2	17.7	15.8	19.7
Popular Culture	Pre	25.4	30.0	36.8	20.0	27.2	15.3
	Post	35.9	35.9	35.8	32.0	35.7	34.0
New/Business	Pre	17.3	19.9	19.4	19.2	18.7	14.3
	Post	15.6	15.6	16.6	13.3	16.5	14.7

note in Table 2-3 is the difference in group size between the profile groups reported in Table 2-2 and the size of these groups. The latter groups are smaller. The loss in the number of students occurred because some students dropped the course after completing the pre-course questionnaire. The student loss did not appear to vary systematically from profile group to profile group. In this analysis, only those students who completed the course (and hence took both the pre- and post-course questionnaires) were included.

Two different kinds of influences appeared in the pre/post analyses of the student profile groups. For some scales, the observed differences cut across all student profile groups. For other scales, changes in the observed values depended upon which profile group one is examining. Let us examine each of these kinds of influences in turn.

All students <u>regardless</u> of profile group reported the following:

1. That the course was <u>less interesting</u> than they had anticipated;
2. That the course was <u>more difficult</u> than they had anticipated;
3. That the course was <u>more important</u> than they had anticipated;
4. That TV is <u>less powerful</u> than they had thought previously; and
5. That they were <u>more familiar</u> with popular cultural aspects of TV after the course than before.

These results, known as main effects, occurred in each and every profile group.

Profile group specific changes were noted for the Crime/Waste and the News/Business scales. For the Crime/Waste scale, the score for Heavy Viewers remained unchanged; for Wastelanders the score remained relatively unchanged; the score for the Advocates on the other hand, increased by an average of 9.3 units. The net result of this interaction was a greater homogeneity of responses after the course than before. Specifically, the Crime/Waste range before the course was 9.3 units; after the course, this range was 3.4 units.

For the News/Business scale, the mean score for Muddlers decreased 5.9 units and the mean Advocates score decreased 4.3 units; on the other hand, the score for Light Viewers increased .4 units. Again, there was greater homogeneity of responses after the course than before. Specifically, the News/Business range was 5.6 before the course but dropped to a range of 1.9 after the course. Overall then, our groups became more alike after the course -- differences were disappearing.

Among the Advocates profile group we also note that these individuals prior to the course held a definite belief about the lack of a relationship between TV and Crime/Waste. After the course, they had moved to a "don't know" position on the scale, a position more consistent with the general attitude of the instructor. These "results" must be interpreted with care, for they are subject to the well known influences of "regression toward the mean" that is known to influence such profile groups, that are selected for their extreme scores on pre-measurement.

Moreover, we remind the reader that these means are based upon small sample sizes ranging from 3 to 7 students. Hence, we cannot have overwhelming confidence in the stability of the mean differences.

Discussion

To launch into an evaluation of a course with the conviction that we would know the precise effects would have been both prejudicial and foolhardy given the innovative and developmental aspects of this course. Because we had no precedent and lacked measures by which to evaluate the course we viewed this as an initial opportunity to begin to develop some understandings about television, popular culture, and college students.

The question posed by many people when they read an evaluation report is; "Was the course worth it?" We don't know. This predictable question cannot be answered; it is essentially a value question. If one doesn't believe that the study of TV is appropriate, then the course obviously is not "worth it." Our own biases lean toward those who supported the development of the course -- the study of TV is important because of its enormous role culturally and financially in our society. We believe our bias, though, did not skew the evaluation of the course. Because such a bias existed, we were concerned that the course be scrutinized carefully.

The fact that the course was taught from the perspective of popular culture probably raises questions which would not be raised had it been offered from the more traditional perspectives of psychology, political science, sociology, or communications.

We continually sorted out these kinds of contextual factors in order to concentrate on three aspects of the project: 1) student evaluations of the course, 2) an understanding of television and the relationship of college students to it, and 3) the development of appropriate measures. We discuss each of these in turn.

The Course

As described earlier, students perceived the course as less "interesting and fun" than they expected it to be and considerably more difficult. We concluded this from the factor analysis and the Q-matrix.

We also asked students at the end of the course two straightforward and more traditional questions related to the evaluation of the course:

Q2. How much did you learn about television from this course?

	Very Little					A Great Deal	
	1	2	3	4	5	6	7
N		4	2	5	19	10	1
%		9%	5%	12%	46%	24%	2%
Mean	4.78						

Q3. Overall, how satisfied were you with this course?

	Not Satisfied At All					Very Satisfied	
	1	2	3	4	5	6	7
N	9	4	7	7	8	6	
%	22%	10%	17%	17%	19%	15%	
Mean	3.46						

According to these answers, a high proportion of students said they learned "a great deal" about television in the course, but at the same time there was a considerable amount of dissatisfaction. Why should this occur? It is our hypothesis that to a large degree this dissatisfaction came about not because students didn't learn anything in the course but because many of them did not expect the course to be as difficult. The general pattern becomes even clearer when we look at some of the individual items from the semantic differential summarized earlier. On the Easy-Difficult and Light-Heavy Workload items students responded unequivocally that the course was difficult and posed a heavy workload. The responses for these items are illustrated below:

Easy	0%	2%	2%	17%	22%	41%	15%	Difficult
Light Workload	0%	0%	0%	5%	12%	34%	49%	Heavy Workload

What accounts for such ratings? Overcompensation by the instructor is one possibility. But the workload seemed reasonable.

More likely, we believe that students expected a course labeled Television As Popular Culture to be an easy course. What's there to know about TV? Everybody watches it, etc. When one considers that, in general, students may see Popular Culture courses to begin with as attractive diversions and assume they demand less work, one can understand these ratings. Indeed, Marsden anticipated something like this in his original proposal:

> One of the difficult problems in courses such as these is to frame the content so that it is taken as seriously as that of any other course in the established curriculum. (p. 12)

We find no fault with Marsden's "framing of the content." The syllabus appeared thorough and reflected the seriousness with which he approached the topic. The fault rather, we suspect, lies with undergraduates who enroll in specific courses thinking that they will be interesting in a playful sort of way rather than intense and demanding. The tendency to escape hard work and the exercise of one's critical faculties are not unknown on college campuses. The course Television As Popular Culture appears to be no such loophole for students and therefore suffered the consequences of low ratings from naive students.

The fact that it received mixed reviews from students leaves it with an uncertain future, however. Students may abandon it when they realize they can't simply watch soap operas to get a passing grade. The reputation of being a "tough" course may be one that will gain admiration amongst academics, but it will not guarantee its survival amongst undergraduates. On the other hand, it may mean that the demand will level off and the more highly motivated students will be enrolling in the course.

Students

An important adjunct to this study was the chance to examine college students' relationship to TV. We know that children watch a lot of TV and we know that adults cannot be divorced from it -- many will describe American's relationship to TV as a "love affair." It seems though that we have little conception

of how college students relate to TV; we tend to make the assumption that during the typical four year college experience students declare a moratorium on watching television. When they enter college there is so much else to experience that they don't return to the TV until they graduate. Such an assumption may not be valid. We haven't discovered from this small sample what the complete relationship may include, but we do have some clues about college students' attitudes toward TV.

Earlier, we described various groups into which students might be grouped using cluster analyses. A more detailed, item-by-item analysis found that, at the beginning of the course, students agreed that television was "a powerful medium" (82%), "influences the way we view the world" (80%), "serves as a baby-sitter" for parents (50%), "is responsible for consumerism in America" (70%), and "is an art form" (60%). As expected, a majority viewed the study of TV as a "legitimate academic subject" (76%) and that "research on the impact of TV is important" (82%). These and other items are reported in Table 2-4.

College students seem to like TV, believe it has considerable influence and a diverse utility. Although we do not argue that changes occurred strictly in relation to the course, student responses did change on some of the dimensions reported in the post-course questionnaire. Students were more likely to see TV as an "effective and positive moral educator" (22% to 39%) and as something which "produced moral lessons and teaches children how to sort out right from wrong" (12% to 41%). Consistent with this, they also responded that "TV helps keep a family together" (8% to 17%) and that "TV is now our only way of

Table 2-4: Student Attitudes Toward Television

Item	Mean			Percentage		
	Pre (N=50)	Post (N=41)	Sig	Pre (N=50)	Post (N=41)	Change
1. TV is an effective and positive moral educator.	2.80	3.22	.05	22	39	17
2. TV reduces boredom and irritability.	3.18	3.10	NS	48	42	-6
3. TV is a powerful medium which permeates most aspects of our life.	4.18	4.34	NS	82	98	16
4. TV produces moral lessons and teaches children how to sort out right from wrong.	2.58	3.12	.05	12	41	29
5. TV helps keep a family together.	2.20	2.76	.01	8	17	9
6. There is a direct relationship between TV and violent crime.	2.90	2.61	NS	34	16	-18
7. TV improves thinking habits.	2.58	2.41	NS	22	17	-5
8. TV is an art form.	3.52	3.73	NS	60	63	3
9. TV is a cultural wasteland unworthy of serious attention.	2.02	1.88	NS	6	7	1
10. Watching TV is a waste of time.	2.12	2.22	NS	8	10	2
11. TV makes people passive and lazy.	2.74	2.76	NS	30	32	2
12. TV is strictly a business.	3.16	3.29	NS	38	49	11
13. The study of TV is legitimate academic subject.	4.04	3.93	NS	76	76	0
14. Most people do not really think much about their selection of shows to watch.	2.84	3.29	.10	38	51	13

*1=Strongly disagree; 5=Strongly agree
** Percentage responding scale points 4 and 5

Table 2-4 Continued

	Pre	Post	Sig	Pre	Post	Change
15. TV reduces people's initiative and imagination.	2.96	2.76	NS	36	27	-9
16. Children are better off with TV.	2.90	3.22	NS	26	41	15
17. TV influences the way we view the world.	3.92	4.29	.10	80	83	3
18. Research on the impact of TV is important.	4.20	4.24	NS	82	70	-12
19. TV is a social institution that structures our lives.	3.48	3.76	NS	46	68	22
20. TV is a creative field in which to work.	3.94	4.00	NS	72	78	6
21. Many people depend on TV for their conception of the real world.	3.66	3.83	NS	66	66	0
22. TV is now our only way of talking to each other about who we think we are.	2.12	2.68	.05	6	29	23
23. Children who watch TV do better in school.	2.92	3.05	NS	30	29	-1
24. TV reflects or describes reality.	2.82	2.83	NS	22	24	2
25. TV contributes to alcoholism.	2.10	2.27	NS	12	15	3
26. TV played an important role in helping me decide who I wanted to win in the last presidential election.	3.00	2.85	NS	38	34	-4
27. TV leads to a feeling of futility or failure.	2.46	2.44	NS	14	12	-2
28. The main advantage of TV for parents in that it serves as a baby sitter.	3.16	2.93	NS	50	37	-13
29. TV contributes to juvenile delinquency.	2.64	2.27	.10	16	10	-6
30. TV influences or changes reality.	3.28	3.58	NS	38	63	25
31. TV is responsible for consumerism in America.	3.94	3.63	NS	70	66	-4

*1=Strongly disagree; 5=Strongly agree
** Percentage responding scale points 4 and 5

talking to each other about who we think we are" (6% to 29%). Related to this more positive orientation are changes that suggest that after the course students overall indicated they were less likely to believe TV was directly responsible for wrongdoing. For example, they were less likely to believe that "TV contributes to juvenile delinquency" (16% to 10%) and that there exists a "direct relationship between TV and violent crime" (34% to 16%).

Clearly, this redirection of the averages to a more positive attitude toward TV and a more sophisticated idea of its role in a causal model linking it to crime are similar to the notions proposed by Marsden initially in his discussion about what he would like to accomplish in the course. Whether this message was contained in the reading material or Marsden's perspective on TV would be near impossible to detect; that the latter played some role, we have no doubt.

The fact that these students were positively oriented toward TV is not generalizable to all college students. This was not a representative sample of college students, even on a single campus. Despite these overall favorable views toward television and its place in the curriculum there was diversity within the group. The profiles constructed as a result of the Q-matrix suggested such groupings as we characterized under the subject names of Wastelanders, Heavy Viewers, Advocates, etc., existed within the larger group. Clusters of students varied in terms of viewing habits, orientations toward the course, familiarity with TV jargon and personalities, concept of the future role of TV, and overall attitudes toward television. We would expect

even greater variance among the general population of college students. Larger and more representative samples will have to be gathered before we can make a statement with any conviction about college students and television.

Evaluation Measures

Evaluation designs which monitor student change depend heavily upon the measures chosen. To a large degree, this particular course evaluation can be considered exploratory. We spent much of our time and energy understanding what such a course could accomplish and how those aspirations could be articulated into measures. The efficiency of our scales remain speculative and we hope that they will be refined and developed over the next few years as we develop a data base sufficiently broad enough to establish appropriate psychometric qualities.

We were most pleased with the expectation/evaluation measure and the general attitudinal scale. The items relating to TV program criteria, future role, and familiarity were difficult to interpret and ambiguous. These three concepts may be useful but they need to be rethought.

A major weakness of our collective measures has been the lack of an adequate instrument to assess knowledge the students gained in the course. Even though we might argue that attitudes and "conceptual structures" may eventually be more important, we don't know what kinds of facts, principles, and theories students may have gained, or with what sophistication they now analyze television as popular culture. In the future, it is important to add something like a multiple-choice test, a series

of short-essay questions, or some other means to test course content. Although, we did include some multiple-choice items on our questionnaires, they turned out to be so tentative, we chose to ignore them in the analysis.

That we were satisfied with some of the measures arises from their appropriate response to machinations which we performed; the factors made sense intellectually, and statistically they distributed students in reasonable ways. In one sense, the project became a laboratory in which to think through some of the measures which may eventually be applied to an even wider set of concerns.

Recommendations

The two specific recommendations that we make here are not easy to implement. In the case of the first especially, the implementation may create a considerable disadvantage in an academic environment in which resources are distributed according to student choice.

1) Students should be more informed of the general nature of Television As Popular Culture. That the instructor will treat TV as a serious subject, the course will be complex, and will demand rigor should be communicated to students as soon as possible.
2) Some objective measure focusing on course content should be built from the course objectives. What's really critical to know about TV as popular culture?

It's financial enormity? It's relationship to other mass media?

In general, we believe Television As Popular Culture was a successful pioneering effort. Students indicated they learned from the course and their responses were more likely to be in line with the course goals after the course than they were before the course. Though students rated the course less interesting than they thought it would be, they also rated it more rigorous and the topic more important. Admittedly, our measures were experimental and thus our conclusion must be regarded as tentative. Future offerings of the course though should provide opportunities both to make improvements in the course and the corresponding evaluation.

Chapter 3

"The Mass Media Quarter"

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The Coordinated Quarter of Mass Media Studies evaluation was to be independent of the Television As Popular Culture course. Nevertheless, we designed our initial survey questions hoping to be able to apply them in both instances. The Mass Media Quarter and the associated Seminar, however, turned out to be a radically different teaching/learning experience than Television As Popular Culture.

The "Coordinated Quarter of Mass Media Studies" was conceptualized by Dr. Michael Marsden as an interdisciplinary program combining the efforts and resources of those persons within the College of Arts and Sciences interested in working with the mass media and in developing an interdisciplinary perspective on the subject matter.

> The students would be the ones who would benefit most from this proposal, for they would be offered not only two new interdisciplinary courses within the Department of Popular Culture but a coordinated and organized examination of an area of inquiry that has only been represented in the curriculum on an occasional and highly focused basis.

The Mass Media Quarter consisted of the following four courses and a coordinating (capstone) seminar: (a) Popular Culture 460: "The Electric Media" (4 credit hrs); (b) Political Science 342: "Mass Media and Public Policy" (4 hrs); (c) Radio-TV-Film 469: "Process and Effects of Mass Communication" (4 hrs); (d) Sociology 300: "Mass Media and Society" (4 hrs); (e) University Division 322: "Mass Media Coordinated Seminar" (2 hrs).

It is important to distinguish three elements here which were new to the University even though they were often fused in program planning and evaluation:

The Mass Media Quarter refers to the total package offered to the student. Each student was expected to take two courses on the subject matter of the mass media plus the Capstone Seminar.

The Mass Media Seminar was the capstone seminar which met once a week, was attended by all the faculty teaching the individual courses and all students taking at least two courses on mass media. Basically, the Seminar was intended to be a place where students could transcend the individual course and study mass media as topic.

The third element in this scheme was the new course, The Electric Media. Described in the earlier section of this report, the upperdivision course focused on the interrelationships and interactions of the electric media and the culture. Besides the Seminar, this course was the only new one included in the Mass Media package.

The group of instructors involved in the Coordinated Quarter met every other week in the fall quarter (1977) and once a week in the winter quarter (1977-1978) to share their individual course syllabi and to design the Seminar. The instructors from various departments were Marsden (Popular Culture), Duane Tucker (Director of Television Services and Professor of Speech), William Spragens (Political Science), Karin Sandell (Radio-TV-Film), and Donald McQuarie (Sociology). In addition, Ralph Brauer (Popular Culture), served as a consultant for planning the Coordinated Quarter.

The evaluation of the Mass Media Quarter presented unique problems -- not only were we interested in the impact of one new

course, The Electric Media, but we also wanted to investigate the theoretical basis of the quarter, i.e., the cumulative effect of course A plus course B plus the Capstone Seminar for those students enrolled in the Quarter. The Quarter also presented us with the possibility that one effect would be on the faculty involved. It was clear from our early planning sessions that faculty members were eager to be involved in such a group. They tended to be fairly cautious and modest about what their course would contribute to the Mass Media Quarter.

THE ELECTRIC MEDIA COURSE

The Electric Media course was one element in the coordinated Quarter, and a new course that stood by itself. As an upperdivision course focused on the relationship and interaction of the electric media and culture, it brought to the Quarter a course quite different from the TV As Popular Culture course discussed in the last chapter -- it tapped a different audience (the more advanced student), covered media topics beyond television, and was team-taught (by Michael Marsden and Duane Tucker). The course deserved attention equal to that received by TV As Popular Culture in chapter two. Its emphasis on theoretical perspectives, a general consideration of mass communication theory, and the future developments in the electric media struck a useful complement to the sociology of mass media, media and politics, and the research

in mass communication topics considered in the other courses. We did not, however, separate the course out for special attention during the Mass Media Quarter. Perhaps this was not fair to the course planners, but it seemed more appropriate to concentrate on the larger issue of the Mass Media Quarter and the Capstone Seminar to which the Electric Media course was tied.

The same questionnaires used in the other courses were administered to the Electric Media students. Some of the comments of the thirteen students (65% of total) who completed the post-questionnaire are discussed here. Students indicated moderate satisfaction with the course, overall. To a lesser degree, the same phenomenon occurred in Electric Media that we discussed earlier as a generic problem to courses tagged "popular culture." Students found the course to be more complex and difficult and heavier in workload than they expected it to be.

In the questionnaire, students were also asked "what do you think is the most important problem to be studied in the area of mass media?" The answers to this question included:

> "the effects of mass media upon the community and upon the society"
>
> "public's reaction to the media"
>
> "its future use and applications"
>
> "how it affects people, especially children"
>
> "social dysfunctional aspects"

"its ability to affect people and decisions"

"quality programming"

"the effect of the various forms on people"

There appears to us to be only minor diversity in these comments -- most students are leaving the Electric Media course viewing the major research problem to be one of understanding the effect of media on people. The relationship of business and/or government to the electric media or the technology of the media, for example, were not explicitly mentioned.

The Electric Media course deserved more attention than we have given it here. Perhaps observations on the Mass Media Quarter in the future can single out the courses on an individual basis.

Method

The evaluation of the Mass Media Quarter consisted primarily of a comprehensive survey questionnaire administered to students enrolled in at least one of the four mass media courses at both the beginning and end of the ten-week quarter. A comparison group of students not enrolled in any of the four mass media courses also completed identical questionnaires. In addition to the comprehensive questionnaire, students enrolled in the Capstone Seminar also completed an open-ended questionnaire at the end of the quarter.

Standardized interviews with the six faculty members involved in the Mass Media Quarter were conducted prior to and after the quarter.

STUDENTS

The Coordinated Quarter attracted 183 students who enrolled in one or more of the four mass media courses. Students were permitted to enroll in any or all of the courses; however, participation in the Seminar required that students be enrolled in at least two mass media courses.

In addition to the regular course listing, a variety of campus posters, newspaper articles, and personal contacts were used to encourage students enrolled in the individual courses to participate in the Capstone Seminar. In spite of these intensive efforts, only 12 students enrolled in the Seminar which was designed to accommodate 25 to 30.

This low enrollment was not only disappointing to the faculty involved, who had put in considerable hours preparing for the Seminar, but also sharply limited evaluation prospects. We recognized the futility of comparing (a) students who took the entire package to (b) those who took part of the package to (c) those who took none of the package. While it was interesting to look at the large numbers involved in the individual courses, the real concern of the evaluation was to be the Seminar. We, therefore, were concerned with looking at two small groups -- the faculty and the students involved in the Seminar. Data-gathering at this point took on a dual personality. We continued to relate to the larger group of students who were only marginally involved in the Quarter through the survey questionnaire; we worked more

closely with the smaller, more central group via observation and interviews.

Pre-questionnaires were distributed to all students in Mass Media Quarter on the first day of each class. The course instructors in the mass media classes explained that the questionnaire was to be filled out for the purposes of evaluating the course and to obtain information about students' perceptions of mass media. Most students appeared to willingly complete the questionnaire with most finishing in 15 to 20 minutes. Students who were enrolled in two or more mass media courses were asked to complete the questionnaire only once.

During the last week of the quarter, ten weeks later, the post-questionnaires were distributed to 99 students present in the mass media classes.

In the Mass Media Quarter freshmen comprised 4% of the total enrollment; 22% of the students were sophomores; 31% were juniors; 40% were seniors; and, 4% graduate or unclassified students. These students represented twenty different majors. Journalism, Radio-TV-Film, and Social Science majors were the most frequently listed.

In response to background questions regarding the use of mass media, these students reported watching, on the average, 2.5 hours of TV per day while at college; the average number of hours spent listening to the radio per day was 3.2; the average number of days per week they read a newspaper was 4.1.

The two most popular types of magazines were news magazines (e.g., Newsweek, U.S. News and World Report) and popular culture magazines (e.g., Rolling Stone, New Times, People).

Another set of questions asked students how important various mass media were to them personally in terms of "sources of news information" and "sources of entertainment." Using a five-point scale (1 = Not Important, 5 = Very Important), students rated Television as their most important news source ($\bar{X}$ = 4.1), followed by Newspapers ($\bar{X}$ = 3.9), Radio ($\bar{X}$ = 3.8), Magazines ($\bar{X}$ = 3.3), and Movies ($\bar{X}$ = 2.1). As sources of entertainment, Radio was ranked first ($\bar{X}$ = 4.2), followed by Movies ($\bar{X}$ = 4.1), Television ($\bar{X}$ = 4.0), Magazines ($\bar{X}$ = 3.4), and Newspapers ($\bar{X}$ = 2.7).

Students also ranked seven factors in terms of the amount of influence that they believed each factor has on "social behavior." At the beginning of the quarter, students ranked from most to least influential: (1) Peers, (2) Family, (3) Mass Media, (4) School, (5) Neighborhood, (6) Government, and (7) Church. At the end of the quarter, the rank order was slightly altered: (1) Family, (2) Peers, (3) Mass Media, (4) School, (5) Neighborhood, (6) Church, and (7) Government. At both times, mass media was rated behind family and peers as an influence on social behavior.

The comparison group of students were administered the identical pre- and post-comprehensive questionnaires. These students were enrolled in one of two classes: an upper-

level Sociology class and an Introduction to Popular Culture class. Questionnaires were completed by 112 students at the beginning of the quarter and by 83 students at the end of the quarter. Class standing and sex composition of the comparison group was very similar to the group of students enrolled in the Coordinated Quarter. The comparison group also did not differ from the mass media students in terms of the number of magazines read regularly, and the frequency of newspaper reading. The comparison group, however, did report watching less television per day ($\bar{X}$ = 1.4 hours) than the Coordinated Quarter group ($\bar{X}$ = 2.5 hours). The comparison group also differed slightly in regard to how they ranked the factors influencing social behavior. The comparison group ranked mass media fourth and school third (the opposite order of the Coordinated Quarter students).

THE QUESTIONNAIRE

The two questionnaires were almost identical in both format and content; the post-questionnaire added course evaluation questions on the topics of clarity of course objectives, perceived amount of learning about mass media, and overall satisfaction with the course.

The questionnaires included seven major sections. The first section contained demographic questions (e.g., major, class standing) designed to provide a profile of the type of student enrolled in the Quarter. The second section

asked questions about students' personal use of the various mass media and personal importance of mass media in terms of being sources of entertainment and news (discussed on the previous page). The third section consisted of an eleven-item course expectation scale which used dichotomous terms (e.g., easy/difficult) to anchor the end points of seven-point scales. On the post-questionnaire, this section also contained the three course evaluation questions which used similar seven-point scales with dichotomous terms.

The fourth section consisted of a semantic differential scale which attempted to tap students' connotative interpretations of the term "Mass Media". The twelve semantic differential scales were broken down into three separate factors: evaluation (e.g., good/bad), potency (e.g., small/large), and activity (e.g., slow/fast). The fifth section asked students to rank seven factors (e.g., mass media, peers) in terms of their perceived amount of influence on social behavior (discussed on previous page also). Section six contained two open-ended questions which asked students what they saw as the "major role of mass media in American society" and what they thought was the "most important problem to be studied in the area of mass media." Finally, section seven used 36 statements to measure students' attitudes toward mass media, especially in regard to its effects, influence, and importance in society. Each statement was answered on a five-point scale which used the terms,

"Strongly Disagree" and "Strongly Agree" on the end points.

To a large degree, the evaluation team adapted the measures used in the Winter (Television As Popular Culture) because of their expected relatedness. We now do not think that was the best decision. First, mass media as a topic is inherently more complex than television, e.g., one may not have an attitude toward the mass media -- it may represent either an average of attitudes toward several components of mass media (TV, radio, movies, etc.), or toward the most salient items representing mass media to an individual. Despite these problems, we have included attitudinal data generated by these questions. The possiblities for ambiguity are less when broad patterns are kept in mind.

Large increases in at least one important area can be observed: the relationship between mass media and business. Students after the course are much more likely to see ties between mass media and business. At the beginning of the course, 30% of the students agreed that "the mass media are strictly a business"; 50% agreed with this at the end of the course. Students also increased their agreement with the statement that "the control of American mass media is in the hands of a few corporate giants"(from 43% to 56%). See Table 3-1.

Table 3-1: Attitudes Toward Mass Media (Coordinated Quarter Students)**

	Mean*		Percentage Agree or Strongly Agree	
	Pre	Post	Pre	Post
1. The mass media are "positive" moral educators.	3.0	3.0	30	30
2. The mass media are powerful forces which permeate most aspects of our lives.	4.0	3.9	78	70
3. The mass media improve thinking habits.	3.0	3.0	35	28
4. The mass media are strictly a business.	3.0	3.4	30	50
5. The study of mass media is a legitimate academic subject.	4.2	4.2	81	81
6. The mass media reduce people's initiative and imagination.	2.7	2.8	27	30
7. The mass media influence the way we view the world.	4.3	4.1	89	86
8. Research on the impact of the mass media is important.	4.3	4.2	85	84
9. The mass media are social institutions that structure our lives.	3.6	3.5	64	49
10. The mass media reflect or describe reality.	2.9	3.0	25	23
11. Many people depend on the mass media for their conception of the real world.	3.8	4.0	76	77
12. The mass media played an important role in helping me decide who I wanted to win the last presidential election.	3.5	3.3	59	60
13. The mass media influence or change reality.	3.5	3.7	59	47
14. The mass media are responsible for consumerism in America.	3.7	3.8	64	61
15. News events are often created by the mass media.	3.6	3.6	63	59
16. The mass media stifle individualism and increase conformity.	3.3	3.2	43	37

* 1 = Strongly disagree; 5 = Strongly agree

** N = 112 Pre; 83 Post

Table 3-1 Continued

		Mean*		Percentage Agree or Strongly Agree	
		Pre	Post	Pre	Post
17.	Advertisers have a great deal to say about what the mass media produce.	3.8	4.0	70	73
18.	Government could not work without the support of the mass media.	3.6	3.5	61	56
19.	The mass media should be censored by the government.	1.7	2.2	7	13
20.	The mass media are not being used effectively as educational instruments.	3.3	3.4	42	54
21.	Big business dominates the mass media too much.	3.5	3.7	55	58
22.	The control of American mass media is in the hands of a few corporate giants.	3.3	3.6	43	56
23.	The mass media are responsible for creating many of our stereotypes.	4.0	3.9	82	76
24.	The mass media have replaced schools as the main source of learning.	2.8	2.6	27	20
25.	The Federal government should take a more active role as a watchdog of the mass media.	2.3	2.5	17	18
26.	It is easy for the average person to express ideas through the mass media.	2.6	2.5	17	13
27.	The mass media play an important role as a critic of government.	3.8	3.7	72	63
28.	The mass media infringe upon the rights of the individual citizen.	2.6	2.6	18	14
29.	Without mass media coverage, there would be less violence and terrorism.	2.6	2.7	22	19
30.	The mass media are vital in the formation of public opinion.	3.9	3.8	76	69
31.	The mass media are too liberal.	2.4	2.4	5	7
32.	The mass media represent the voice of the average person.	2.5	2.7	7	11
33.	It is in the public interest to put a limit on the growth of the mass media.	2.4	2.6	16	20

* 1 = Strongly disagree; 5 = Strongly agree

Table 3-1 Continued

	Mean*		Percentage Agree or Strongly Agree	
	Pre	Post	Pre	Post
34. We pretty much know the effects of mass media on people.	2.2	2.3	10	13
35. The mass media oppress minority groups.	2.5	2.7	15	21
36. The mass media make it easy for politicians to present false images of themselves.	3.5	3.6	55	56

* 1 = Strongly disagree; 5 = Strongly agree

Results and Analyses

In chapter two we described the results of the Television As Popular Culture course. We were pleased that a great share of the findings were comprehensible and/or fit many of our observations, e.g., the course was found to be more demanding and complex than students expected it to be. Also, we were able to cluster some dimensions of student attitudes toward the topic of television and its impact. We had hoped to advance this understanding and methodology through the Mass Media Quarter. We basically were unable to do so and use several occasions in this section to explain why. They should be illuminating to the mass media curriculum researcher. A comparison of various parameters among students in the various mass media courses revealed few differences among them; moreover, these differences were not systematic in character. Hence, we focus our attention upon other aspects of the research.

These include (1) a description of the students' conceptual structure of the subject-matter; (2) a description of differences among those students who were in multiple sections versus students who were in comparison courses; and (3) a description of the changes that took place in the students' reactions to the subject-matter over the 10 weeks of instruction.

STUDENTS' CONCEPTUAL STRUCTURE OF MASS MEDIA

Each student's thinking about the subject-matter was assessed in a variety of domains including:

(a) the importance of media to them personally;

(b) expectations (and evaluations) of the courses;

(c) a semantic differential reaction to the term "Mass Media";

(d) a ranking of the influence of various sources on their social behavior; and

(e) a set of attitudinal reactions to Mass Media.

A description of the conceptual structure that the students imposed on each of these domains was made through the use of factor (principal components) analysis. In this section, we describe the various factor analyses, and comment upon the structure that the students brought to the class and how it was or was not altered during the course. We found a definite conceptual structure within some of the above domains, but a scrambled and difficult-to-interpret structure within others.

Expectations about and Evaluations of the Course. In the pre-course questionnaire, students were asked to read eleven pairs of opposites and put a check between them (on a scale from 1 to 7) to describe their expectations about the course. In the post-course questionnaire, students were presented with the same eleven pairs of opposites and asked to evaluate the course. A factor analysis of these eleven items, on both the pre- and post-course ques-

tionnaires, for three groups of students (multiple mass media courses, single mass media courses, and comparison courses) was performed. The results of these factor analyses are presented in the Technical Appendix. Factor loadings above .5 are underlined so that the structure of student conceptions about the course can be more easily described.*

In describing these factor structures, let us first describe the similarities. In both the pre- and post-course questionnaires for all three groups of students, the first factor was defined by the following items: Exciting/Dull; (Un)Interesting; (Un)Important; (Not) Informative; and Generally Excellent/Bad. We labeled this factor: "Interesting and Important." Before the course, some students expected the course(s) to be more exciting, interesting, important, informative, fun, imaginative, and generally excellent than did others.

A second similarity is in evidence in Factor 2. In both the pre- and post-course questionnaires, the second factor was defined by the following items: Simple/Complex; and Easy/Difficult. We labeled this factor: "Simple." Before and after the course, some expected or evaluated the course to be simpler and easier than did others.

Factor 3 was neither significant nor inconsistent across

---

* The factor loadings for each analysis referred to in this section are included in the Technical Appendix.

the various time-group combinations; hence, we choose to leave it undefined.

The Semantic Differential. In both the pre- and post-course questionnaires, students completed a twelve-item semantic differential using "Mass Media" as the stimulus word. A factor analyses of these twelve items, for all time-group combinations, was performed.

The factor analyses of the semantic differential items were, in a word, disappointing. They were even more disappointing than the one described in chapter two using "Television" as a stimulus word. For example, "Pleasant" is only defined in four of the six factor analyses and it is defined in four different ways. For this reason, we simply report these results without hazarding an interpretation for the factors. Clearly, any relationship between this analysis and the vast literature on the semantic differential is tangential and not replicative.

Importance of the Media. In all groups, students completed the following ten-item question: "Please rate the following media as sources in terms of how important each one is to you personally." Students were asked to rate from "Not Important" (1) to "Very Important" (5) magazines, newspapers, radio, television, and movies in terms of their news value and their entertainment value. The general pattern is that the same media defines the same factor regardless of whether one is examining news or entertainment. For example, in the Two Course-Pre analysis, factor 2 is defined by television while factor 3 is defined by Newspapers.

Factor 1 is defined by Radio (with Magazines defining the factor for entertainment). In a rough fashion and with some exceptions, such a media-specific interpretation pervades this analysis.

BETWEEN-COURSE STRUCTURE DIFFERENCES

Some students took more than one Mass Media Coordinated Quarter courses; others took only one; still others did not take any. The purpose of this section is to compare the reactions of these student-groups. In order to do this, the sum of the scores within each item cluster were computed. That is, the "Magazines as News Source" score was added to the "Magazines as Entertainment" score. This sum was divided by the number of items, 2, to obtain the mean score. Similarly, the remaining cluster means were computed. The items "Simple/Complex", "Easy/Difficult", and "Light (Heavy) in Workload" were made into a "Simple" cluster; the items "Exciting/Dull", "(Un)Interesting", "(Un)Important", "(Not)Informative", "Lots of (Not Much) Fun", "(Not) Imaginative", and "Generally Excellent/Bad" were made into the "Important" cluster. The means of these clusters, for each time-course group, are presented in Table 3-2.

An examination of these means reveals little change over the Quarter for the media items. However, there were dramatic changes in the expectations/evaluations clusters. Specifically, the more mass media courses one took, the more complex the

Table 3-2: Pre-Post Differences for Selected Clusters of Items (Mass Media Quarter)

Cluster	Courses*	Pre	Post	Difference
Magazines				
	Two	3.03	3.12	.09
	One	3.59	3.37	-.22
	Control	3.33	3.07	-.26
Newspapers				
	Two	2.84	3.18	.34
	One	3.45	3.41	-.04
	Control	3.31	3.31	.00
Radio				
	Two	4.19	4.24	-.13
	One	3.96	3.65	-.25
	Control	3.94	4.19	.08
Television				
	Two	4.19	4.06	-.13
	One	4.06	3.81	-.25
	Control	3.75	3.83	.08
Movies				
	Two	3.16	2.88	-.28
	One	3.09	2.83	-.26
	Control	3.11	2.97	-.14
Simple				
	Two	4.69	3.76	-.93
	One	4.34	3.78	-.56
	Control	3.95	3.79	-.16
Important				
	Two	2.59	3.82	1.23
	One	3.05	3.88	.83
	Control	2.98	2.91	-.07

*Number of students in each group are as follows: Two = 17; One = 51; Control = 83.

student anticipated the subject-matter to be. However, after the course, this expectation was unrealized, and there were no differences among students concerning how complex the course actually was. Second, the more mass media courses one took, the more one came to believe in the importance of the study of the topic to be. Those who took two or more mass media courses experienced a mean increase of one and a fourth units (on a 7 point scale) in the importance of the topic over the quarter; those who took only one mass media course experienced a four-fifths unit increase on this same point; while those in the control courses remained virtually unchanged in their evaluation of the importance of that subject-matter.

The weakness of the measures allows us to describe little of what went on in the Seminar and in the Quarter. Fortunately, we had chosen not to rely solely upon the survey questionnaire. The supplemental questionnaires completed by students in the Seminar give us additional perspective on the Seminar. The faculty interviews were particularly rich as they not only generated a perspective on the Quarter, but also on the larger topic of interdisciplinary programming and its attendant issues and problems.

STUDENT PERSPECTIVES

Each of the students in the Seminar was asked to complete an additional brief open-ended questionnaire focused on the

Seminar. Nine students (75%) completed the questionnaire.

The majority of the students saw the Seminar as related to other courses in the Mass Media Quarter. Typical comments were: "Tied in fairly well," "Different disciplines were brought into one general discussion," and "Very much related."

Asked if they saw the basic idea of the Coordinated Quarter (taking two related courses and capstone Seminar) as "worthwhile," a similar majority said: "Yes, I looked for many angles at the same time," "There were ties between the various aspects of mass media -- it was more involved and I gained a better understanding of mass media." On the other hand, two students agreed that the whole idea was too "Speculative and vague."

Asked if their "thinking on mass media" changed as a result of the total experience, six of the students said "yes," e.g.,

> I care more about what the mass media are and will be doing to me.
>
> I am more aware of mass media because I came to notice things (for example, violence on TV) which I never noticed before.
>
> I am now more critical of mass media and it (the Seminar) taught me to dig deeper.
>
> I am more informed and have a better educated and a deeper understanding of mass media.

We asked students if they found differing points of view on the mass media among the faculty. Seven of them responded in the affirmative explaining: "The differences turned into

good discussions," "A variety of outlooks," "Individualized differentiated viewpoints." These differences, however, were not always reflected in the research projects that students chose in the Seminar. The majority grouped around two particular topics: 1) cable television ("The Future of Narrow Band Response Systems," and "Cable TV and the Political Process") and 2) a telephone survey focused on the "television viewing habits" of people in an urban area. Other topics included "Commercial Advertising of Radio at the College Level" and "Facilitating Access to the Media".

Students saw the strengths of the Mass Media Seminar as "promoting a close relationship," "increasing knowledge," and "access to additional speakers." They saw the weaknesses predominantly in the area of faculty/student participation, e.g., "Instructors dominated the class;" "Lack of student input into the discussion." Student suggestions and recommendations to improve the Seminar grouped around requests for better organization and coordination: "There should be better organization;" "More goals and topics to discuss;" "More meaningful and coherent tieing up of different courses" and "More coordination of assignments."

There were no strong testimonials in the questionnaires. Students shared concerns regarding coordination and lack of student input. On the other hand, students did see an advantage to having teachers from a number of disciplines because

of the variety of outlooks that were presented (though most faculty would argue that "interdisciplinary" does not mean a "variety of outlooks.")

Positive responses to most questions outweighed negative responses by generally a three to one margin. Any one student, though, usually had mixed reactions. Rather than dealing with aggregate data based only on nine responses, we selected three "representative" student reactions to the Seminar:

Student A

> The Seminar was tied in fairly well to my other courses. It would have been more worthwhile if various professors had coordinated their lecture materials. The strength of the Mass Media Seminar was in the close relationship in the informal setting. There was a lack of student input into the discussion. It opened up different areas of study and gave me a questioning attitude. I now think of mass media as encompassing all realms. The faculty had a variety of outlooks. I recommend that in the future the Seminar gets its act together and discusses meaty issues.

Student B

> The Seminar topics seemed to go along with the classes. It helped me to understand more about the mass media and society. I liked the discussion format but didn't like the fact that there was no break in the Seminar. The Coordinated Quarter has helped me to predict the future of mass media. I found individualized differentiated viewpoints among the faculty. I would like to see the Seminar have a class project in the future.

Student C

> I saw practically no relationship whatsoever between the Seminar and my other mass media classes. The quarter was absolutely useless, I regret signing up for it. I now have a stronger interest in the process and the effects of mass media. My thinking on

> mass media has not really changed. I found no different points of view amongst the faculty. My own individual study on some of the topics was the most meaningful part of the Seminar to me.

Student C was an extreme case. He asserted the strongest negative opinion on the Seminar. Occasionally, another student or two would join in with equally negative statements, but this reaction was not typical. Overall, the other students completing the questionnaire were more like Students A and B. Perhaps "fair, OK, above average" might be a reasonable estimate of the student point of view. Judging from the written comments of the students, the implementation of the Seminar was not as successful as the conceptualization.

FACULTY PERSPECTIVES

University faculty usually teach in isolation. They plan their individual course, write out their syllabus for their students, etc. -- the Mass Media Quarter forced these faculty to take another route: to share plans and syllabi, to develop a program together, to discuss pedagogical ideas. While faculty often share research plans, rarely is such an exchange made on one's teaching. Their interest and willingness to be involved in such a cooperative effort as the Mass Media Quarter obviously made these six faculty members different.

While they shared this common adventurous spirit, there were also differences. Their association with the mass media as a serious subject of study ranged from a period of three

years to thirty-six years. Although most had offered previous courses focusing on the mass media in some manner (e.g., In o-duction to Film, Critical Analysis of Broadcasting, and Communication Theory in Everyday Life), their definitions of what constitutes mass media differed.

One faculty member argued mass media represents "communication outlets that reach large numbers of people through some kind of electronic signaling system. Print is really not mass media." Another said that mass media can be defined by "print and electronic media serving the public, including billboards and periodicals." However, one thread seemed to tie the definitions together: mass media communicates information to a large, heterogeneous audience.

All six faculty members felt that an understanding of mass media should be part of a student's general education at the University:

> students should become educational consumers and informal participants since mass media has changed the history of mankind.
>
> it is important to understand mass media because it is central to many daily activities.
>
> absolutely essential experience...necessary for cultural survival!

The importance attached to mass media was reinforced when faculty described the comprehensive role of mass media in American society -- as not only a source of information, but more important, a source of "values and images" about ourselves;

"it shapes and structures our culture"; "legitimizes the established social order"; "provides entertainment"; and, is a "major integrator of society." While the faculty members did not define mass media in the same way, they definitely ascribed similar levels of power to it.

Faculty descriptions of the major goals of the Mass Media Quarter centered on a common theme, i.e., helping students integrate different approaches to the same content. This was relayed in different ways: "make connections across different areas"; "bring a unified focus on the impact of mass media"; "integrate knowledge about mass media." One faculty member departed from these relatively neutral positions to suggest that the Quarter should make students "more aware of the ideological function of the mass media...the ways mass media promote looking at the world through the eyes of the majority."

The faculty members' expectations of the value of the Mass Media Quarter to them "personally" was expressed in more abbreviated forms: "learn new things"; "learn new material and perspectives"; "expand my own knowledge in this area"; and "benefit from close association with the thinking of other instructors and students." Clearly, their personal expectations were to learn more about mass media. This aspiration was reflected in their interest in attending every Seminar meeting, even those in which they were assigned no specific responsibilities.

Twelve weeks after the first interviews and after the Mass Media Quarter we talked to faculty in order to gather their observations on the general effectiveness of the Seminar and Quarter. Five faculty members gave an enthusiastic "yes" response when asked if they were pleased that they were chosen to be involved in the Quarter. The sixth said, "OK, but wouldn't want to do it again." The pleased majority, however, did not signal any consistent set of reasons for their response. The most satisfying aspect of the experience for them seemed to be their association with the other faculty, discovering common interests among other faculty, and becoming aware of new theories on mass media. They elaborated on this:

> Met new people...interactions with faculty and speakers were more important than the knowledge gained.
>
> Got to know the other faculty members...learned new perspectives and how to balance evidence from other disciplines.
>
> Developed integrated insights on mass media... sharpened perception of student needs and their points of view.
>
> Learned a lot about mass media...liked being exposed to different points of view.

Although only moderate dissatisfaction with the Quarter was vocalized by faculty members, there seemed to be two sources. The first had to do with the low student enrollment in the Seminar (12) and the specific students that were enrolled. Faculty felt the students participated too little and showed even less enthusiasm for the issues and the questions surrounding

mass media. The second and more minor source of dissatisfaction focused on the lack of structure in the Seminar. One of the faculty members suggested they needed "more precise learning objectives" for the Seminar.

When asked if the major goals of the Mass Media Quarter were met, faculty members were of two minds. First, their own personal goals were more than met -- they got together and talked considerably about mass media and learned from each other. Their goals for students, however, were either not met or they were "unsure" that they were met. The goal of high student participation was the most obvious failing. When asked "What kind of impact did the quarter have on the students?" the responses were consistent: "Not much," "little change," "don't know," "unsure of."

The most positive responses to the question of student impact suggested that students did come to realize more than one perspective on mass media; an occasional student was even made aware of the utility and necessity of integrating different disciplinary concepts. Faculty were not shy about commenting on their general disappointment in student performance. However, no faculty member laid the blame for this solely upon students. Although one faculty member suggested that the class was made up largely of Radio-TV-Film "technical types" which accounted for their lack of interest in these more controversial issues, there was considerable sentiment among the other faculty members that some of the problems were due to faculty

themselves. Several faculty suggested, students were "intimidated" by the Seminar because there was a) too much information to be integrated, b) the number of faculty in the Seminar and/or c) the general tendency of the faculty to dominate discussion. One faculty member mentioned the "enormous silences" that came when faculty stopped presenting material or asking questions.

It was our own observation that at the times of "enormous silences" faculty patience wore thin; they were embarrassed at the silence and jumped into the gap. Whether they had little faith in students' ability to pursue the question or were suffering embarrassment amongst their colleagues is unclear. The Seminar by its seating arrangements and its general format seemed to present an Us-Them scene. Faculty sat up front, students sat around. Faculty presented expert opinions, students responded or asked questions. It seemed that students often felt there was nothing left to say about the issue under discussion. Faculty often answered each other's questions because they found the question interesting, wanted to test out an answer, or seemed to have an appropriate response. It is our impression that faculty members may be taking on too much of a burden of guilt for the students' lack of participation. In one visit to another course within the Coordinated Quarter it was clear that the more assertive students in that particular class were not enrolled in the Seminar.

Commenting upon the general tone of the Seminar, faculty

described it in two parts. When they discussed "faculty exchanges" they thought the Seminar was relaxed and friendly and included a free exchange of ideas. But when "student-faculty exchanges" occurred, there was low participation and the tone became more serious. One faculty member felt that faculty members became defensive in the Seminar at times and disliked being challenged. Another felt that faculty members tended to talk among themselves and did not encourage students to set the agenda.

Did students develop an interdisciplinary perspective? One faculty member said "no, this was the real failure of the Seminar...faculty needed to connect things for students." At least three others said "yes". One suggested that students commented in their individual course on the other mass media courses they were taking. Another said that students "got the feeling for different research questions being pursued by other disciplines."

Overall, the faculty freely expressed their opinions about what went right and what went wrong. What went wrong seemed to mainly center around student participation. At the same time, faculty were pleased to have been involved and were satisfied with what they personally got out of the Seminar. This retrospective endorsement was even more convincing when they were asked if the concept should be continued. All six said "yes", (though one said that "the Quarter should be offered but not the Seminar...the Seminar was too fragmented and nothing

was pulled together"). Another felt that while the Quarter should be continued, it needed more prior planning to determine where the connections are amongst the disciplines. Another felt that it needed better public relations and better marketing to students. Summary statements by faculty show their ambivalence:

> "We fell short, but not too bad for the first time around."
>
> "Would like to teach my course, but not the Seminar."
>
> "We didn't achieve all of the goals because of our ambitiousness, but we made a beginning."
>
> "It turned out well, considering it was the first time offered."

Faculty recommendations and suggestions for the future of the Mass Media Quarter are offered below:

1) Faculty should get together more often. Needs to become more interdisciplinary. Someone must make connections and pull things together and questions must be stated practically and realistically for discussion. Student attendance should be mandatory.

2) There must be more time, attention and structure given to the Seminar. There must be more careful attempts to focus on the mass media and not television. To a large degree, the emphasis on TV was disproportionate and other media were ignored.

3) Better public relations work is needed; students must become more responsible for discussion and the first seminar should be devoted to detailing student's responsibilities.

4) Don't use the word "coordinating" because it is inappropriate. Instead suggest that the quarter is "a package of courses integrating the mass media." More students need to be enrolled and we should get more students' points of view.

5) The Seminar needs more planning and the faculty role for each person needs to be defined. The Seminar needs more specific goals and objectives as well as a larger enrollment.

6) Do the four courses again, but not the Seminar. Or, restructure the Seminar by using speakers and panel discussions.

The general effectiveness of the Seminar and Quarter was only one question we investigated through these interviews. We were also interested on the impact on faculty of the Seminar. We have already described their feelings about having learned more about mass media from their colleagues. Team teaching, however, is not routine for faculty. Those who do it within a department can often make valid assumptions and be more at ease with other faculty and the subject matter. It may be that interdisciplinary connections have to be made as much for faculty as faculty suggest they must be made for students. Some examples:

> I constantly reinforced the mass communication aspect of the seminar versus the television aspect of the seminar.
>
> I was a facilitator and organizer. My role was really one of being an "academic handyman."
>
> I contributed perspectives from political science and stimulated other disciplines to look at the political science aspects of the multi-media.
>
> I presented the "sociological points of view".

It is clear that faculty often acted as both presenter and protector of their own disciplines. Rather than being concerned about transcending questions and issues they usually promoted

the perspectives of their discipline and illustrated how its "unique" methodology would make an inquiry or respond to the topic. This should not be surprising. Colleges and universities through departmentally and disciplinary-based systems have promoted isolation and unconnectedness. Faculty did not go into the Quarter expecting they would find it difficult to adopt this interdisciplinary perspective. The Mass Media Quarter was a good illustration of how difficult it is for faculty who have been socialized into the norms and values of their disciplines to give them up and to act in an interdisciplinary fashion. It may mean that truly "interdisciplinary" seminars will not come about until faculty have attempted them several times with their colleagues. It will demand patience and hard work at a time when few rewards for such work are available and the mainstream of faculty eagerly accept the boundaries of their disciplines and departments.

Chapter 4

"Reflections And Future Prospects"

Michael T. Marsden

> Like all his neighbors on Prospect Mountain--like all his neighbors from the Massachusetts line clear to Canada, come to that--he was, even at his most generous, frugal. There was little in this world he considered worth buying. That was one reason that in the darkness behind him the television gaped like a black place where once a front tooth had hung. He'd taken the twelve gauge shotgun to it, three weeks ago now, for its endless, simpering advertising and, worse yet, its monstrously obscene games of greed, the filth of hell made visible in the world: screaming women, ravenous for refrigerators, automobiles, mink coats, ostrich-feather hats; leering glittering-toothed monsters of ceremonies--for all their pretty smiles, they were vipers upon the earth, those panderers to lust, and their programs were blasphemy and high treason. He couldn't say much better for the endless, simpering dramas they put on, now indecent, now violent, but in any case an outrage against sense. So he'd loaded the shotgun while the old woman, his sister, sat stupidly grinning into the flickering light--long-nosed, long-chinned, black shadows dancing on the wall behind her--and without a word of warning, he'd blown that TV screen to hell, right back where it come from.
>
> --John Gardner's October Light (New York: Alfred A. Knopf, 1976)

John Gardner's character of the old man who "executes" his television set suggests one possible approach to dealing with the media in our lives. Hopefully, for most of us that is not the necessary response. Even a modicum of "media awareness" which, as the evaluations have suggested, was accomplished on the Bowling Green State University campus through this Project is better than attempting to ignore or "kill" the problem. And once that large step has been taken, it is important to build upon it. As the most recent mass medium, television has been blamed for everything from the rising divorce rate to an increase in violent behavior on the part of our citizens, especially our younger citizens; for some, television has become synonymous

with all the woes which have beset our society as we move towards the twenty-first century.

The mark of an educated person in today's society is, among other things, the ability to deal with the mass media intelligently and effectively. While the year with the Project was an exhilarating one for many of the participants, especially the faculty, its true significance lies in its ultimate impact upon the curriculum at Bowling Green State University. The curricular innovations the Project sponsored will continue to be regular offerings within the Department of Popular Culture and within the University Division of General Studies. The foundation has been laid for the development of a major academic thrust in the area of media studies.

The discussion of several components of the Project which follows is an overview of the successes as well as the failures of the Project.

THE "TELEVISION AS POPULAR CULTURE" COURSE

The initial response from the students to the announcement of the course was overwhelming; more than three times as many students as there were spaces for requested the course. The decision was made to raise the course limit from 30 to 50 and entrance into the course was allowed on the basis of class rank. This was, as we later learned, a less than appropriate selection process, for the result was a class containing an unbalanced number of upperclass students, a number of whom were graduating seniors; many of these graduating seniors were not interested in

a demanding finale to their academic career. This imbalance in the student population may help to explain the considerable concern evidenced on the student evaluations concerning course requirements and the grading of students' work in the course.

Since this course was my only formal teaching responsibility during the winter quarter, I had adequate time to prepare classes. I would add, however, that this "freedom" may have caused more problems than it solved. More specifically, I found myself putting so much time and effort into the development of the course that I was led to expect the same commitment from the students who were not as equally free to devote their total energies to this one course. I tended to be too sensitive to potential criticism of the course as an "easy course" which I compensated for by requiring perhaps too much written work and evaluating it more strictly than was at times necessary. On the other hand, student attitudes toward work are not always as positive as they should be. While in retrospect I would modify the workload in the course, in general, I think I did not demand an excessive amount of work.

As the course evaluations indicate, there was a shift in student opinion about the role of television in society, a shift that is both comforting and disturbing. The comfort rests in the realization that a single course may make a difference in a student's intellectual life; the disturbance arises from the realization that so little information on television is available and so little critical thinking is devoted to the medium that a single, intense involvement with the social and cultural

questions involving this powerful medium can lead to such shifts.

The course is now a regular part of the curriculum within the Department of Popular Culture and will be offered twice during the 1978-79 academic year by instructors other than myself. I am more convinced now than ever before that the course should be taken by all students since so much of their lives will be spent either directly or indirectly with television.

"THE ELECTRIC MEDIA" COURSE

My experience with our new team-taught course, "The Electric Media," during the spring quarter of the Project year convinced me once again of the value of the team-taught effort in which participants bring to the course different but complementary skills. My colleague, Duane Tucker, General Manager of WBGU-TV and Professor of Radio-TV-Film, brought to the course a wealth of practical media experience combined with a good grasp of mass communication theory and helped balance my tendency to emphasize the more abstract cultural implications of media developments. The students in the course were for the most part advanced students interested in an in-depth investigation of media theory.

Shifts in student opinions on the media as evidenced by the pre- and post-tests were not as pronounced in this course as they were in "Television As Popular Culture." While the evaluation team suggests methodological problems were present here, I would suggest that the opinion shift was not as visible here because of the mix of students enrolled in the respective courses. In the "Television As Popular Culture" course the students enrolled for a wide variety of reasons, many of which had

little to do with "media awareness;" in the case of "The Electric Media" course, the students were motivated by an interest in learning more about the function of the electric media in contemporary society.

Since "The Electric Media" course was an integral part of the Coordinated Quarter of Mass Media Studies, it is almost impossible to discuss it separately. Nonetheless, separate observations about the course can be made.

When the course is offered again, it should be team-taught by a faculty member from the Department of Popular Culture and a faculty member from the Radio-TV-Film Area of Speech Communication. Such a team effort would help to insure the employment of multiple approaches to a complex subject area. Outside speakers should also be repeated as a component of the course. Persons from the media who are dealing on a day-to-day basis with the issues and concepts discussed in the course can contribute a great deal to the richness of such a course; they help to further reinforce the "practicality" of the course. The course is now a formal part of the curriculum of the Department of Popular Culture and is scheduled to be offered every other year.

"The Electric Media" course is a significant curricular development in that it is about the only opportunity within the present academic offerings where media theories, both current and emerging, can be seriously examined. The use of the Coordinated Quarter of Mass Media Studies as an "umbrella" for the introduction of this new course proved to be a viable approach

since it helped to create the necessary intellectual environment on campus.

THE COORDINATED QUARTER OF MASS MEDIA STUDIES

The organization and implementation of the Coordinated Quarter of Mass Media Studies has been described in Chapter 1 and evaluated in Chapter 3. What follows is a discussion of the impact of the curricular effort upon the Bowling Green State University community.

The actual enrollment in the capstone seminar (which implies enrollment in at least two of the four core courses as well) was, as has been earlier noted, a disappointment. We had mounted a considerable advertising and promotion campaign for the Coordinated Quarter. As the evaluation of the capstone seminar clearly indicates, the results from the students' as well as from the faculty's perspectives were less than completely satisfactory. It was a bold concept in some ways, but it contained flaws which became more than visible; they made life frustrating. Nonetheless, the seminar evidenced a significant academic value -- that of providing a vehicle whereby interested students and faculty from a variety of departmental affiliations could assemble in a sanctioned academic environment for the purpose of exploring complex issues of interest to them.

The faculty members indicated in their evaluations that they had experienced a valuable professional exchange and that their personal and professional horizons had been expanded because of having come in contact with different disciplinary

perspectives. The same can be said of the students who participated in the capstone seminar, but to a lesser extent. More specifically, the Coordinated Quarter of Mass Media Studies provided an opportunity for interested faculty to share common concerns and to interact with each other, students, and outside speakers in a rewarding environment. The very "richness" of that academic environment for faculty is what some of the students apparently found fault with in their evaluations of the Coordinated Quarter in general and the seminar in particular. Because the students chose not to contribute a great deal to the capstone seminar or because they were intimidated by the faculty upon occasion, the faculty began to dominate the seminar sessions. Such an imbalance which was created by the faculty's dominance and enjoyment of the seminar sessions may suggest the lack of such a forum for faculty to interact with their colleagues on a regular basis; if so, then this is a professional need on the campus which needs to be addressed. At the same time, though, it also suggests that the capstone seminar needs to be restructured in order to better serve the needs of the students who are advanced enough in their own studies to profit from such a curricular offering.

It became clear in the capstone seminar that it could not be assumed that synthesis would occur automatically because students and faculty were engaged in a collective intellectual exploration of issues important to them. As was indicated in the evaluations, synthesis rarely occurred in the capstone seminar or in the Coordinated Quarter as a whole, yet synthesis was

clearly one of the primary objectives of the overall curricular effort. The failure to demonstrate synthesis in either the capstone seminar discussions or in the seminar research projects may again be more of a comment on the nature of contemporary academic life than it is about the success or failure of a Coordinated Quarter of Mass Media Studies. Since synthesis is rarely demanded in college courses, we should not expect to see it in a curricular experiment just because we hold it forth as a value.

The effort is planned again for the spring quarter of the 1978-79 academic year; but it has been retitled, "Thematic Quarter of Mass Media Studies," and the capstone seminar has been given the title "The Future Of The Mass Media." In general, the effort has been restructured to better meet the articulated needs of the students and faculty who participated in the initial effort.

It is the spirit of the effort which most needs to be nurtured, for it is this spirit which best addresses one of the central problems confronting academia today. Because of a lack of professional mobility and thus a paucity of fresh minds with new perspectives joining the faculty each year, "new blood" needs to be introduced into the academic body through constructs such as coordinating/thematic quarters. New connections need to be soldered so that we can form new circuits and thus help to energize our cultural environment.

PROJECT EVALUATION

With the professional efforts of the Evaluation Team under

the direction of James Litwin, the Project received careful scrutiny. The original proposal was an ideal which the thorough-going evaluation process has allowed us to reshape into a viable curricular option within our University. While the evaluation of the Project required that some work be focused on data-gathering rather than other activities which with faculty are more comfortable, the efforts devoted to this task paid vast dividends. Discussions of the evaluation kept us focused on learning outcomes and related teaching practices. On occasion, we all felt the evaluation team was swimming at the deep end of the pool, but this experience suggests that evaluation can play a valuable role in curriculum development.

THE FUTURE

This whole area of the mass media and the humanities is a relatively new one which deserves our most professional and persistent efforts. Based upon the experiences with various aspects of this Project, the Project Associates felt that a more permanent academic structure might well provide the type of continuing unbrella for faculty and student involvement in mass media studies as they interface with the humanities. I, therefore, proposed to the administration of Bowling Green State University that an Institute of Mass Media Studies be created, the function of which would be to provide an organizational structure for encouraging interdepartmental and interdisciplinary investigations of mass media and society. The proposed structure somewhat parallels that of the National Humanities Institute

at the University of Chicago.

We felt that such an Institute could function as a catalyst for the following activities:

1. sponsorship of and support for educational experiments, such as the Thematic Quarter of Mass Media Studies;

2. sponsorship of outside speakers and visitors to deal with mass media issues;

3. sponsorship of and support for research projects, especially joint projects involving core faculty and interested students;

4. development of print and visual resources for the study of mass media and society;

5. development of curricular structures of a more conventional nature (an interdepartmental major/minor in Mass Media Studies, for example) as needed;

6. development of a publishing arm to disseminate research results and to foster professional communication.

Such an organizational structure would allow a group of highly qualified and dedicated teachers and researchers to function as a resource for the entire campus and for colleagues at other institutions. An institution of higher education such as Bowling Green State University needs this type of curricular and research emphasis as we prepare to meet the needs of students in the last quarter of the twentieth century.

The Institute of Mass Media Studies would have the additional advantage of avoiding departmentally-based academic squabbles. The Institute was proposed as a formalization of an already existing embryonic reality -- a core of interested and qualified faculty members who have demonstrated their willingness and ability to work together successfully for shared goals and

objectives. These faculty members have a need for an institutional framework within which they can function intellectually on campus without political constraints, a framework which was temporarily provided by the demonstration grant.

The core faculty are once again meeting to plan the Thematic Quarter of Mass Media Studies to be offered in the spring quarter and to consider other curricular and research efforts. The future is a good deal more promising than it was before the demonstration grant enabled interested faculty and students to work together for common interests and concerns.

APPENDIX A: QUESTIONNAIRES

1. Course Information Form: Television As Popular Culture
2. Information Form: Mass Media Studies

Course Information Form: Television As Popular Culture

This questionnaire was developed by the University Division of General Studies for the purpose of measuring your expectations about this course as well as your attitudes and general understanding concerning television. Information from this questionnaire will be used to evaluate and improve future mass media courses.

All responses to the questionnaire will be kept confidential. Individual responses will not be available to your instructor and, therefore, will not have any bearing on your course grade. Your frank and honest cooperation will be greatly appreciated which we hope will improve the course in the future.

I.

Name:_____

(1-9) Social security number:_____

(10) Sex: (circle one) (1) male (2) female

(11) Class standing: (circle one) (1) freshman (2) sophomore (3) junior (4) senior (5) graduate (6) other

(12-13) Major:_____

(14-15) Eventual career goal:_____

(16) How many TV sets are in your home away from the university?_____

(17-18) How many of the above TV sets are black and white?_____Color?_____

(19-20) How many hours on the average do you watch TV per day at home?_____hrs.
at college?_____hrs.

(21-24) Please rank the following sources of current news information from (1) most important to (4) least important source for you.

_____Magazines
_____Newspapers
_____Radio
_____Television

(25) If you got conflicting or different reports of the same news story from magazines, newspapers, radio, and television, which of the four versions would you be most inclined to believe? (check one)

_____Magazines
_____Newspapers
_____Radio
_____Television

II.

(26) Please list the major reasons why you chose to take this course.

_____

_____

Listed below is a set of terms that might describe what you expect this course to be like. Please read each pair of opposites and put a check between them, wherever you think it belongs to describe this course.

I EXPECT THIS COURSE TO BE:

(27)	Simple	___:___:___:___:___:___:___	Complex
(28)	Easy	___:___:___:___:___:___:___	Difficult
(29)	Exciting	___:___:___:___:___:___:___	Dull
(30)	Light in workload	___:___:___:___:___:___:___	Heavy in workload
(31)	Interesting	___:___:___:___:___:___:___	Uninteresting
(32)	Important	___:___:___:___:___:___:___	Unimportant
(33)	Informative	___:___:___:___:___:___:___	Not informative
(34)	Lots of fun	___:___:___:___:___:___:___	Not much fun
(35)	Imaginative	___:___:___:___:___:___:___	Not imaginative
(36)	Serious	___:___:___:___:___:___:___	Playful
(37)	Generally excellent	___:___:___:___:___:___:___	Generally bad

III.

A. Please read each of the following pairs of opposites and put a check between them where you think it belongs to describe the concept television. Do not worry or puzzle over individual items. It is your first impressions that we want.

TELEVISION IS:

(38)	unpleasant	___:___:___:___:___:___:___	pleasant
(39)	strong	___:___:___:___:___:___:___	weak
(40)	good	___:___:___:___:___:___:___	bad
(41)	slow	___:___:___:___:___:___:___	fast
(42)	foul	___:___:___:___:___:___:___	fragrant
(43)	small	___:___:___:___:___:___:___	large
(44)	clean	___:___:___:___:___:___:___	dirty
(45)	dull	___:___:___:___:___:___:___	sharp
(46)	nice	___:___:___:___:___:___:___	awful
(47)	active	___:___:___:___:___:___:___	passive
(48)	sacred	___:___:___:___:___:___:___	profane
(49)	heavy	___:___:___:___:___:___:___	light

B. People often say that a program was good or bad on the basis of some factors they use to make such a judgment. What factors do you use when you judge how good a program is?

		Hardly ever use				Frequently use
(50)	Entertainment	1	2	3	4	5
(51)	Art	1	2	3	4	5
(52)	Morality	1	2	3	4	5
(53)	Violence	1	2	3	4	5
(54)	Education	1	2	3	4	5
(55)	Action/excitement	1	2	3	4	5
(56)	Novelty	1	2	3	4	5
(57)	Relaxation	1	2	3	4	5
(58)	Information	1	2	3	4	5
(59)	Humor	1	2	3	4	5
(60)	Distraction	1	2	3	4	5
(61)	Stimulation	1	2	3	4	5
(62)	Familiarity/Habit	1	2	3	4	5
(63)	TV personalities	1	2	3	4	5
(64)	Other _____					

C. What role will TV play in each of the following areas in the future?

	Television's role will be:	Minor				Major
(65)	Education	1	2	3	4	5
(66)	Community services	1	2	3	4	5
(67)	Pornography	1	2	3	4	5
(68)	Family life	1	2	3	4	5
(69)	Politics	1	2	3	4	5
(70)	Art	1	2	3	4	5
(71)	Religion	1	2	3	4	5
(72)	Sports	1	2	3	4	5

IV. Please circle the number that best indicates the degree of your agreement with the following:

		Strongly disagree				Strongly agree
(1)	TV is an effective and "positive" moral educator.	1	2	3	4	5
(2)	TV reduces boredom and irritability.	1	2	3	4	5
(3)	TV is a powerful medium which permeates most aspects of our lives.	1	2	3	4	5
(4)	TV produces moral lessons and teaches children how to sort out right from wrong.	1	2	3	4	5
(5)	TV helps keep a family together.	1	2	3	4	5
(6)	There is a direct relationship between TV and violent crime.	1	2	3	4	5
(7)	TV improves thinking habits.	1	2	3	4	5
(8)	TV is an art form.	1	2	3	4	5
(9)	TV is a cultural wasteland unworthy of serious attention.	1	2	3	4	5
(10)	Watching TV is a waste of time.	1	2	3	4	5
(11)	TV makes people passive and lazy.	1	2	3	4	5
(12)	TV is strictly a business.	1	2	3	4	5
(13)	The study of TV is a legitimate academic subject.	1	2	3	4	5
(14)	Most people do not really think much about their selection of shows to watch.	1	2	3	4	5
(15)	TV reduces people's initiative and imagination.	1	2	3	4	5
(16)	Children are better off with TV.	1	2	3	4	5
(17)	TV influences the way we view the world.	1	2	3	4	5
(18)	Research on the impact of TV is important.	1	2	3	4	5
(19)	TV is a social institution that structures our lives	1	2	3	4	5
(20)	TV is a creative field in which to work.	1	2	3	4	5
(21)	Many people depend on TV for their conception of the real world.	1	2	3	4	5
(22)	TV is now our only way of talking to each other about who we think we are.	1	2	3	4	5
(23)	Children who watch TV do better in school.	1	2	3	4	5
(24)	TV reflects or describes reality.	1	2	3	4	5
(25)	TV contributes to alcoholism.	1	2	3	4	5
(26)	TV played an important role in helping me decide who I wanted to win in the last presidential election.	1	2	3	4	5
(27)	TV leads to a feeling of futility or failure.	1	2	3	4	5

IV. cont. Please circle the number that best indicates the degree of your agreement with the following:

		Strongly disagree				Strongly agree
(28)	The main advantage of TV for parents is that it serves as a baby sitter.	1	2	3	4	5
(29)	TV contributes to juvenile delinquency.	1	2	3	4	5
(30)	TV influences or changes reality.	1	2	3	4	5
(31)	TV is responsible for consumerism in America.	1	2	3	4	5

V.

A. Please circle the appropriate response.

(32) Which country in the world has the highest percentage of its population who are television viewers? (1) United States (2) Britain (3) Japan (4) Soviet Union (5) France

(33) What percentage of American homes have television sets today? (1) below 60% (2) 60-69% (3) 70-79% (4) 80-89% (5) 90% or above

(34) What percentage of American homes had television sets in 1955? (1) below 40% (2) 40-49% (3) 50-59% (4) 60-69% (5) 70% or above

(35) On the average, how many hours per day do Americans watch television? (1) less than 2 hrs. (2) 3-4 hrs. (3) 5-6 hrs. (4) 7-8 hrs. (5) 9 or more hrs.

(36) In what year did the first commercial television broadcast occur? (1) 1935 (2) 1940 (3) 1946 (4) 1951 (5) 1957

(37) Which federal agency is responsible for governing television? (1) N.E.H. (2) H.U.D. (3) G.A.O. (4) F.C.C. (5) D.O.D.

(38) How much, on the average, does it cost to make a 30-minute commercial network program? (1) $50,000 (2) $150,000 (3) $250,000 (4) $350,000 (5) $450,000

(39) When was videotape first used in commercial TV? (1) 1952 (2) 1957 (3) 1962 (4) 1967 (5) 1970

B. Please circle the number which best indicates your degree of familiarity with the following names, terms, etc.

		Not at All Familiar				Very Familiar
(40)	Global Village	1	2	3	4	5
(41)	Neilson ratings	1	2	3	4	5
(42)	Children's Television Workshop	1	2	3	4	5
(43)	Mini-series	1	2	3	4	5
(44)	Genre	1	2	3	4	5
(45)	Walter Cronkite	1	2	3	4	5
(46)	Audience share	1	2	3	4	5
(47)	M T M Productions	1	2	3	4	5
(48)	Sixty Minutes	1	2	3	4	5
(49)	Marshall McLuhan	1	2	3	4	5
(50)	Prime time	1	2	3	4	5
(51)	"Vast wasteland"	1	2	3	4	5
(52)	Fred Silverman	1	2	3	4	5
(53)	B. B. C.	1	2	3	4	5

Information Form: Mass Media Studies

This questionnaire was developed by the University Division of General Studies for the purpose of measuring your evaluations of this course as well as your attitudes and general understanding concerning mass media. Information from this questionnaire will be kept confidential. Individual responses will not be available to your instructor and, therefore, will not have any bearing on your course grade. Your frank and honest cooperation will be greatly appreciated.

For the purpose of this questionnaire we define mass media to include magazines, newspapers, television, radio, and movies.

I.

Name:_____

(1-9) Social Security Number:_____

(10) Sex: (circle one) (1) male (2) female

(11) Class standing: (circle one) (1) freshman (2) sophomore (3) junior (4) senior (5) graduate (6) other

(12-13) Major:_____

(14-15) Eventual career goal:_____

II.

(16) On the average, how many hours do you watch TV per day at college?
_____hours

(17) On the average, how many hours do you listen to radio per day at college?
_____hours

(18) How often do you read newspapers per week? (circle one)

0 1 2 3 4 5 6 7
Days per week

(19-21) How many magazines do you read regularly? _____ Please List:

_____

_____

_____

_____

(22) How many movies (not on TV) per month do you see? _____per month

Please rate the following media as news sources in terms of how important each one is to you personally.

News

		Not Important				Very Important
(23)	Magazines	1	2	3	4	5
(24)	Newspapers	1	2	3	4	5
(25)	Radio	1	2	3	4	5
(26)	Television	1	2	3	4	5
(27)	Movies	1	2	3	4	5

Please rate the following media as entertainment sources in terms of how important each one is to you personally.

Entertainment

		Not Important				Very Important
(28)	Magazines	1	2	3	4	5
(29)	Newspapers	1	2	3	4	5
(30)	Radio	1	2	3	4	5
(31)	Television	1	2	3	4	5
(32)	Movies	1	2	3	4	5

III.

Listed below is a set of terms that might describe what this course was like. Please read each pair of opposities and put a check between them, wherever you think it belongs to describe this course.

THIS COURSE WAS:

(33)	Simple	___:___:___:___:___:___:___	Complex
(34)	Easy	___:___:___:___:___:___:___	Difficult
(35)	Exciting	___:___:___:___:___:___:___	Dull
(36)	Light in workload	___:___:___:___:___:___:___	Heavy in workload
(37)	Interesting	___:___:___:___:___:___:___	Uninteresting
(38)	Important	___:___:___:___:___:___:___	Unimportant
(39)	Informative	___:___:___:___:___:___:___	Not informative
(40)	Lots of fun	___:___:___:___:___:___:___	Not much fun
(41)	Imaginative	___:___:___:___:___:___:___	Not imaginative
(42)	Serious	___:___:___:___:___:___:___	Playful
(43)	Generally excellent	___:___:___:___:___:___:___	Generally bad

The objectives of the course were: (Circle One)

(67)

1 2 3 4 5 6 7
Very Clear Unclear

(68) How much did you learn about mass media from this course? (Circle One)

1 2 3 4 5 6 7
Very Little A Great Deal

(69) Overall, how satisfied were you with this course? (Circle One)

1 2 3 4 5 6 7
Not Satisfied At All Very Satisfied

IV.

Please read each of the following pair of opposites and put a check between them where you think it belongs to describe the concept Mass Media. Do not worry or puzzle over individual items. It it is your first impressions that we want.

MASS MEDIA ARE:

(44)	Unpleasant	___:___:___:___:___:___:___	Pleasant
(45)	Strong	___:___:___:___:___:___:___	Weak
(46)	Good	___:___:___:___:___:___:___	Bad
(47)	Slow	___:___:___:___:___:___:___	Fast
(48)	Foul	___:___:___:___:___:___:___	Fragrant
(49)	Small	___:___:___:___:___:___:___	Large
(50)	Clean	___:___:___:___:___:___:___	Dirty
(51)	Dull	___:___:___:___:___:___:___	Sharp
(52)	Nice	___:___:___:___:___:___:___	Awful
(53)	Active	___:___:___:___:___:___:___	Passive
(54)	Sacred	___:___:___:___:___:___:___	Profane
(55)	Heavy	___:___:___:___:___:___:___	Light

V.

Please rank the following from one to seven in terms of what you believe to be their amount of influence on social behavior.

____Peers
____Mass Media
____Family
____Neighborhood
____Church
____School
____Government

VI.

(63-64) What do you see as the major role of mass media in American society?

_____

_____

_____

(65-66) What do you think is the most important problem to be studied in the area of mass media?

_____

_____

_____

VII.

Please circle the number that best indicates the degree of your agreement with the following:

		Strongly disagree				Strongly agree
(1)	The mass media are "positive" moral educators.	1	2	3	4	5
(2)	The mass media are powerful forces which permeate most aspects of our lives.	1	2	3	4	5
(3)	The mass media improve thinking habits.	1	2	3	4	5
(4)	The mass media are strictly a business.	1	2	3	4	5
(5)	The study of mass media is a legitimate academic subject.	1	2	3	4	5
(6)	The mass media reduce people's initiative and imagination.	1	2	3	4	5
(7)	The mass media influence the way we view the world.	1	2	3	4	5
(8)	Research on the impact of the mass media is important.	1	2	3	4	5
(9)	The mass media are social institutions that structure our lives.	1	2	3	4	5
(10)	The mass media reflect or describe reality.	1	2	3	4	5
(11)	Many people depend on the mass media for their conception of the real world.	1	2	3	4	5
(12)	The mass media played an important role in helping me decide who I wanted to win the last presidential election.	1	2	3	4	5
(13)	The mass media influence or change reality.	1	2	3	4	5
(14)	The mass media are responsible for "consumerism" in America.	1	2	3	4	5
(15)	News events are often created by the mass media.	1	2	3	4	5
(16)	The mass media stifle individualism and increase conformity.	1	2	3	4	5
(17)	Advertisers have a great deal to say about what the mass media produce.	1	2	3	4	5

		Strongly disagree				Strongly agree
(18)	Government could not work without the support of the mass media.	1	2	3	4	5
(19)	The mass media should be censored by the government.	1	2	3	4	5
(20)	The mass media are not being used effectively as educational instruments.	1	2	3	4	5
(21)	Big business dominates the mass media too much.	1	2	3	4	5
(22)	The control of American mass media is in the hands of a few corporate giants.	1	2	3	4	5
(23)	The mass media are responsible for creating many of our stereotypes.	1	2	3	4	5
(24)	The mass media have replaced schools as the main source of learning.	1	2	3	4	5
(25)	The Federal government should take a more active role as a watchdog of the mass media.	1	2	3	4	5
(26)	It is easy for the average person to express ideas through the mass media.	1	2	3	4	5
(27)	The mass media play an important role as a critic of government.	1	2	3	4	5
(28)	The mass media infringe upon the rights of the individual citizen.	1	2	3	4	5
(29)	Without mass media coverage, there would be less violence and terrorism.	1	2	3	4	5
(30)	The mass media are vital in the formation of public opinion.	1	2	3	4	5
(31)	The mass media are too liberal.	1	2	3	4	5
(32)	The mass media represent the voice of the average person.	1	2	3	4	5
(34)	It is in the public interest to put a limit on the growth of the mass media.	1	2	3	4	5
(35)	We pretty much know the effects of mass media on people.	1	2	3	4	5
(36)	The mass media oppress minority groups.	1	2	3	4	5
(37)	The mass media make it easy for politicians to present false images of themselves.	1	2	3	4	5

TECHNICAL APPENDIX: FACTOR ANALYSES

1. Television As Popular Culture

Table 1. Expectations and Evaluations of the Course
Table 2. The Semantic Differential
Table 3. Factors Used to Judge How Good a Program Is
Table 4. Attitudes Toward Television
Table 5. Familiarity

2. Mass Media Quarter

Table 6. Course Expectations/Evaluations
Table 7. Semantic Differential
Table 8. Importance of Media

TABLE 1. EXPECTATIONS ABOUT AND EVALUATIONS OF THE COURSE

	Expectations Pre Course			Evaluations Post Course		
Item	1	2	3	1	2	3
Simple/Complex	-.090	.983	-.125	-.102	.915	-.127
Easy/Difficult	-.053	.547	-.207	.130	.841	.016
Exciting/Dull	.645	-.205	.069	.818	-.021	-.075
Light (Heavy) in Workload	.084	.476	-.531	.141	.570	-.057
(Un)Interesting	.842	-.094	-.130	.885	.188	.140
(Un)Important	.393	-.307	.596	.702	.013	.164
(Not) Informative	.654	-.070	.231	.680	-.117	.250
Lots of (Not Much) Fun	.861	.085	-.112	.803	.278	-.134
(Not) Imaginative	.680	.062	.159	.501	.027	.285
Serious/Playful	-.004	-.129	.605	.123	-.148	.961
Generally Excellent/Bad	.488	-.058	.382	.883	.195	-.015
	Interesting and Fun	Simple	Important	Interesting and Fun	Simple	

TABLE 2. THE SEMANTIC DIFFERENTIAL

	Pre Course			Post Course		
Item	1	2	3	1	2	3
(Un)Pleasant	.674	-.086	.166	.271	.659	.161
Strong/Weak	-.005	.694	.246	.573	.316	.065
Good/Bad	.640	.298	.189	.861	.261	-.116
Fast/Slow	.113	.395	-.203	.038	.222	.472
Fragrant/Foul	.747	.136	.330	.450	.072	-.063
Large/Small	.104	.655	.354	-.083	.542	.039
Clean/Dirty	.208	.116	.648	.497	.080	.113
Sharp/Dull	.307	.540	-.195	.505	-.060	.613
Nice/Awful	.796	.107	.072	.564	.044	.286
Active/Passive	.568	.387	-.425	.185	.040	.685
Sacred/Profane	.639	.196	-.029	.701	-.255	.205
Heavy/Light	-.052	.006	-.298	.055	-.066	-.303
	Evaluation	Potency	Activity	Evaluation	Potency	Activity

TABLE 3. FACTORS USED TO JUDGE HOW GOOD A PROGRAM IS

Pre-Course Analysis

	1	2	3	4
Entertainment	.949	.034	-.014	.185
Art	-.009	.686	.122	.226
Morality	-.083	.735	.093	.104
Violence	-.137	.317	-.064	-.022
Education	.034	.191	.062	.658
Action/Excitement	.584	-.116	-.103	-.019
Novelty	.481	-.284	.390	.216
Relaxation	.395	.037	-.074	-.050
Information	.377	.055	-.049	.837
Humor	.738	.013	-.066	.239
Distraction	-.303	.127	.725	-.110
Stimulation	.139	.234	.588	.366
Familiarity/Habit	.088	.070	-.001	.133
TV Personalities	.456	-.240	-.013	-.004
	Entertainment	Art & Morality	Diversion	Education

Post-Course Analysis

	1	2	3	4	5	6
Entertainment	.746	.232	.358	-.258	-.030	.024
Art	.468	-.375	-.148	.524	-.007	.000
Morality	-.056	.113	.031	.046	.128	.895
Violence	.058	-.001	-.041	.019	.721	.118
Education	.505	.007	-.106	.191	-.068	.069
Action/Excitement	.545	-.079	.312	-.025	.454	-.022
Novelty	.468	.157	-.013	.061	.068	-.017
Relaxation	.211	.813	-.087	.121	-.037	.167
Information	.553	.471	-.066	.287	-.355	.239
Humor	.810	.091	.137	.004	.164	.171
Distraction	.064	.234	.090	.643	.363	.001
Stimulation	-.031	.071	.222	.664	-.120	.046
Familiarity/Habit	.020	.048	.555	.161	.170	-.087
TV Personalities	.088	-.129	.701	-.062	-.222	.137
	Entertainment	Relaxation	People	Diversion	Violence	Morality

TABLE 4. ATTITUDES TOWARD TV

Pre-Course Analysis

		1	2	3	4	5
		Moral Influence	Crime and Waste	Power and Impact		
1	Moral Educator	.655	-.038	-.116	-.085	.132
2	Reduces boredom	.212	-.281	-.011	.338	-.030
3	Powerful medium	.146	.019	.429	-.099	.285
4	Moral lessons	.435	-.214	.194	.346	.005
5	Keeps family together	.618	-.004	.206	.227	-.019
6	Violent crime	-.264	.562	-.022	.038	-.034
7	Improves thinking	.630	-.114	.149	.393	.067
8	Art form	.285	.013	.364	.385	-.177
9	Cultural wasteland	-.386	.403	-.538	-.032	-.248
10	Waste of time	-.325	.495	-.221	-.227	-.287
11	Passive and lazy	-.218	.662	-.024	.103	-.030
12	Strictly a business	.100	-.024	.284	-.551	.014
13	Legitimate academic subject	-.001	-.281	.451	.064	.317
14	Not think about selection	.022	.354	.047	-.403	-.124
15	Reduces initiative	-.496	.413	-.022	-.091	.203
16	Children better off	.709	-.235	.157	-.071	.009
17	Influences world view	-.546	-.053	.454	.090	.055
18	Research on TV important	-.247	-.016	.668	-.048	.138
19	Social institution	.167	.204	.818	.198	-.236
20	Creative field	.211	-.162	.620	-.069	.005
21	People depend on TV	-.078	.366	.515	-.198	.083
22	Only way of talking	-.019	.054	.001	.036	-.424
23	Better in school	.332	-.146	.199	-.288	.275
24	Reflects reality	.353	-.014	.078	-.008	.213
25	Constributes to alcoholism	-.572	.217	.083	.124	.267
26	Presidential election	.004	.100	.093	.184	.173
27	Futility or failure	-.309	.330	.141	-.033	-.193
28	Baby sitter	.048	.528	-.028	-.253	.035
29	Juvenile delinquency	-.047	.756	-.158	.098	.087
30	Influences reality	-.028	.429	.197	.158	.591
31	Responsible for Consumerism	-.002	.354	.250	-.099	.084

TABLE 4. (Continued)

Post-Course Analysis

	1	2	3	4	5
1 Moral Educator	.394	-.237	-.114	.159	-.138
2 Reduces Boredom	.155	-.494	-.286	.204	-.322
3 Powerful Medium	.397	.560	-.218	.091	-.030
4 Moral Lessons	.481	-.237	.055	.445	-.116
5 Keeps Family Together	.303	-.269	-.159	.389	-.088
6 Violent Crime	-.279	-.238	.679	-.161	-.040
7 Improves Thinking	-.071	-.462	.075	.127	.026
8 Art Form	.169	.230	.021	.447	-.119
9 Cultural Wasteland	-.287	-.108	.201	-.582	.520
10 Waste of Time	-.087	.112	.397	-.415	.133
11 Passive and Lazy	-.064	.256	.213	-.575	-.011
12 Strictly a Business	-.043	.427	.109	-.008	-.017
13 Legitimate Academic Subject	.587	.065	-.049	-.006	-.260
14 Not Think About Selection	.366	-.002	-.053	.002	.423
15 Reduces Initiative	.079	.322	.599	-.004	.097
16 Children Better Off	.284	-.198	-.094	.508	-.228
17 Influences World View	.783	.247	.021	.044	.138
18 Research on TV Important	.840	.066	-.106	.010	-.041
19 Social Institution	.584	.179	.222	.500	.178
20 Creative Field	.683	-.098	-.086	.142	.171
21 People Depend on TV	.456	.371	.208	.388	.308
22 Only Way of Talking	.003	-.045	.471	.166	.030
23 Better in School	.413	-.366	.051	.004	.343
24 Reflects Reality	.143	-.545	.155	.379	.243
25 Contributes to Alcoholism	-.088	-.033	.541	-.294	-.148
26 Presidential Election	.083	.024	.041	.013	-.542
27 Futility or Failure	.208	.335	.291	-.227	.355
28 Baby Sitter	.179	.189	.043	.484	-.024
29 Juvenile Delinquency	-.059	.007	.540	-.358	-.430
30 Influences Reality	.076	.278	.299	-.122	.225
31 Responsible for Consumerism	-.015	.038	.027	-.340	-.216

Moral Influence & Power — Reality — Crime — Art & Waste

TABLE 5. FAMILIARITY

Pre-Course Analysis

	Item	First Factor Extracted	Rotated Factor Matrix 1	2	3	4
1	Global Village	.345	.233	-.022	-.116	.667
2	Neilson Ratings	.715	.400	.502	.248	.245
3	Child TV Workshop	.513	.138	.068	.946	.123
4	Mini-series	.509	.176	.106	.306	.621
5	Genre	.630	.411	.182	.230	.476
6	Walter Cronkite	.622	.144	.862	.172	.023
7	Audience share	.565	.637	.134	.006	.162
8	M T M Productions	.589	.486	.149	.484	.016
9	Sixty Minutes	.445	.034	.854	-.043	-.038
10	Marshall McLuhan	.522	.569	-.022	.203	.202
11	Prime Time	.555	.182	.715	.031	.117
12	"Vast wasteland"	.792	.723	.343	.188	.143
13	Fred Silverman	.673	.758	.097	.029	.266
14	B. B. C.	.682	.493	.355	.259	.183
			Popular Culture	News/ Business		

Post-Course Analysis

	Item	First Factor Extracted	Rotated Factor Matrix 1	2	3	4
1	Global Village	.434	.113	-.018	.621	.264
2	Neilson Ratings	.590	.233	.657	.042	.182
3	Child TV Workshop	.382	.128	.014	.166	.850
4	Mini-series	.472	.171	.125	.352	.480
5	Genre	.652	.669	.414	-.032	.144
6	Walter Cronkite	.724	.249	.534	.461	.129
7	Audience share	.539	.569	.230	.062	.174
8	MTM Productions	.737	.661	.273	.285	.201
9	Sixty Minutes	.691	.195	.814	.217	-.045
10	Marshall McLuhan	.625	.670	.151	.281	.029
11	Prime Time	.728	.449	.729	.107	-.062
12	"Vast Wasteland"	.508	.454	.013	.573	-.134
13	Fred Silverman	.603	.136	.233	.672	.189
14	B. B. C.	.597	.004	.413	.614	.165
			Popular Culture	News/Business		

Table 6: Course Expectations/Evaluations

Two or More Mass Media courses	Pre Course 1	2	3	4	5	Post Course 1	2	3	4	5
Pleasant	.512	.031	.131	.626	-.212	.035	-.047	.993	.096	.016
Strong	.091	.125	.680	.022	.448	.167	.465	.337	.553	.065
Good	-.177	-.209	-.070	.580	.331	.026	-.027	.133	-.079	.971
Fast	.831	.058	.154	-.052	-.162	.149	.272	.089	.672	.284
Fragrant	.702	.556	-.271	-.083	.342	.755	-.198	.261	.311	.182
Large	-.307	.793	.150	.369	.209	.096	.049	.100	.789	-.156
Clean	-.110	-.017	.050	-.673	-.100	.853	-.113	-.127	.080	.049
Sharp	.025	.038	.128	.157	.818	.661	.371	.306	-.033	-.181
Nice	.438	-.097	-.053	.074	.084	.320	.128	.464	.224	.371
Active	-.105	.070	.945	-.063	-.041	.050	.854	.210	.360	-.057
Sacred	-.477	.323	.240	-.264	-.010	.001	-.138	-.153	.446	.478
Heavy	.059	.902	.111	-.281	-.111	-.231	.689	-.349	-.050	-.036
One Course in Mass Media										
Pleasant	.367	.266	.487			.438	.188	.358		
Strong	.183	.119	.576			.012	.498	.513		
Good	.273	.144	.696			.447	.424	.365		
Fast	.685	.176	.283			.143	.612	.352		
Fragrant	.344	.614	.103			.270	.730	-.351		
Large	.780	-.134	.038			-.067	.221	.751		
Clean	-.103	.613	.395			.846	.081	-.123		
Sharp	.473	.155	.332			.361	.163	.768		
Nice	.317	.637	.019			.670	.149	.389		
Active	.846	.036	.285			.115	.662	.346		
Sacred	-.211	.667	.197			.720	.100	.012		
Heavy	.634	.174	.293			.091	.616	.251		
Control Courses										
Pleasant	.091	.810	.056			.116	.700	.054	.169	
Strong	.507	.236	-.185			.408	-.028	.688	-.034	
Good	.163	.583	.200			-.035	.395	.678	.167	
Fast	.427	.155	-.086			.689	.050	.144	-.021	
Fragrant	.141	.436	.190			.149	.608	.063	.107	
Large	.571	.100	-.022			.553	.224	.395	-.399	
Clean	-.211	.120	.764			-.183	.353	.180	.179	
Sharp	.657	-.120	.153			.845	.087	-.048	.220	
Nice	.166	.362	.502			.149	.334	.093	.499	
Active	.626	.185	.096			.656	-.041	.264	.290	
Sacred	.043	.115	.594			-.014	.148	.012	.389	
Heavy	.414	.085	.024			.549	.074	.018	-.147	

Table 7: Semantic Differential

Two or More Mass Media Courses	Expectations 1	2	3	Evaluations 1	2	3
Simple/Complex	.147	.939	-.025	-.196	.794	
Easy/Difficult	.043	.873	-.184	-.028	.950	
Exciting/Dull	.766	.132	.471	.621	-.483	
Light (Heavy) in Workload	.056	.256	-.617	-.166	.796	
(Un) Interesting	.914	-.025	-.108	.840	.016	
(Un) Important	.697	.207	.332	.729	-.157	
(Not) Informative	.745	-.291	-.018	.803	-.245	
Lots of (Not Much) Fun	.739	.210	.226	.886	-.220	
(Not) Imaginative	.575	.322	.614	.539	-.715	
Serious/Playful	.109	-.040	.466	.552	-.641	
Generally Excellent/Bad	.780	.262	.063	.784	-.456	
One Course in Mass Media						
Simple/Complex	-.204	.737		-.035	.928	-.148
Easy/Difficult	.014	.849		.145	.875	-.180
Exciting/Dull	.736	.038		.692	.167	-.157
Light (Heavy) in Workload	.184	.602		-.098	.423	.004
(Un) Interesting	.786	.203		.887	.100	-.001
(Un) Important	.674	-.253		.734	-.143	.305
(Not) Informative	.698	-.115		.672	.100	.342
Lots of (Not Much) Fun	.573	-.010		.712	-.097	-.260
(Not) Imaginative	.570	-.024		.581	-.371	-.027
Serious/Playful	.133	-.416		-.100	-.269	.938
Generally Excellent/Bad	.693	-.180		.836	-.224	-.204
Control Courses						
Simple/Complex	-.180	.839	.124	.077	.910	.171
Easy/Difficult	-.109	.952	.089	.181	.963	.193
Exciting/Dull	.524	-.033	.441	.718	.125	-.357
Light (Heavy) in Workload	-.131	.642	-.010	-.009	.318	.303
(Un) Interesting	.813	-.065	.145	.746	-.043	.029
(Un) Important	.751	-.305	.175	.631	-.215	.272
(Not) Informative	.824	-.041	.230	.779	-.239	.288
Lots of (Not Much) Fun	.143	.043	.911	.659	.193	-.310
(Not) Imaginative	.224	.177	.663	.595	.251	-.255
Serious/Playful	.466	-.221	-.001	.307	-.432	.299
Generally Excellent/Bad	.543	-.106	.384	.803	-.150	.071

Table 8: Importance of Media

Two or More Mass Media Courses	Pre Course 1	2	3	4	Post course 1	2	3	4
News Source								
Magazines	.404	-.409	.528	.154	.119	-.388	.708	
Newspapers	-.382	.104	.855	.115	.633	-.306	.368	
Radio	.638	.417	-.187	-.423	-.666	.119	-.314	
Television	-.121	.860	-.037	.119	.144	.917	-.085	
Movies	-.472	.495	-.100	.215	.515	.094	-.184	
Entertainment								
Magazines	.771	-.403	.270	.391	-.057	.103	.791	
Newspapers	.211	-.051	.846	.042	.347	-.346	.653	
Radio	.687	-.068	-.023	-.149	-.799	-.170	.061	
Television	-.004	.924	.025	.030	-.031	.707	-.110	
Movies	-.124	.209	.117	.867	.672	-.011	.211	
One Course in Mass Media								
News Source								
Magazines	.807	.007	-.086	-.004	.636	.064	-.181	.148
Newspapers	.186	.295	.083	.630	.374	.412	.173	-.299
Radio	.029	.006	.708	.102	.021	.155	.784	.138
Television	-.016	.765	.043	-.087	-.092	.466	.156	.222
Movies	.424	-.027	.424	-.201	.152	.133	-.017	.772
Entertainment								
Magazines	.770	-.109	.081	.138	.870	-.120	.081	.121
Newspapers	-.042	-.230	.330	.582	.596	-.136	.229	-.090
Radio	.033	.077	.652	.291	.059	.029	.563	-.121
Television	-.035	.902	.025	.193	-.038	.977	.197	-.030
Movies	.457	.160	.355	.147	-.045	.506	-.074	.050
Control Courses								
News Source								
Magazines	-.247	.020	.033	.401	-.036	.194	-.291	.622
Newspapers	.132	-.326	.120	.448	.018	.860	-.011	-.004
Radio	.224	-.025	.641	.068	.062	.195	.453	.055
Television	.673	.000	.210	-.151	.564	.064	.077	.084
Movies	.092	.990	-.018	.085	-.036	.017	.096	.476
Entertainment								
Magazines	-.150	.095	.170	.452	.157	.261	081	.366
Newspapers	.148	.007	-.140	.694	.011	.595	.138	.171
Radio	.119	-.056	.965	.078	.211	-.046	.779	.023
Television	.888	.020	.146	-.031	.910	.007	.167	-.074
Movies	.328	.221	.297	-.082	.251	-.083	.147	.310

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